DOCUMENT RESUME

ED 383 258 HE 028 371

TITLE	Ten Years of the Board of Governors' Strategic Plan To Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education, 1985-95. Report.
INSTITUTION	Connecticut State Dept. of Higher Education, Hartford.
PUB DATE	[95]
NOTE	81p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Affirmative Action; Annual Reports; Disadvantaged; Diversity (Institutional); *Employment Opportunities; *Enrollment; Enrollment Trends; Higher Education; *Minority Groups; Program Descriptions; Program Effectiveness; *Public Colleges; *School Holding Power; Secondary Education; *State Programs; State Universities; Student Recruitment; Underachievement
IDENTIFIERS	*Connecticut State Department of Education

ABSTRACT

This annual report discusses actions taken by the Connecticut Department of Higher Education's Minority Advancement Program (MAP) over the past 10 years to increase the numbers of disadvantaged high school students prepared for success in college, to increase student access and retention among underrepresented groups, and to increase the employment and advancement of underrepresented groups. It examines the three MAP programs: (1) the Connecticut Collegiate Awareness and Preparation Program (ConnCAP), which used enrichment, remedial, and counseling activities, along with an intensive summer camp program, to enhance the college enrollment rates of underachieving and disadvantaged students; (2) the Minority Enrollment Incentive Program, which used incentive grants to increase minority enrollment at Connecticut public colleges and universities from 8.9 percent in 1984 to 16.4 percent in 1994; and (3) the Minority Staff Development and Recruitment Program, which used enhanced minority representation on search committees and discretionary funds for aggressive minority recruitment, resulting in an increase in minority professional employment at public colleges and universities from 7.5 percent in 1983 to 12.6 percent in 1994. The bulk of the report consists of three appendixes which describe, in outline and tabular format, the activities and results of the three programs. (MDM)

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Report

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

ED 383 258

Ten Years of the Board of Governors' Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education

1985 - 1995

HE 028 371

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TEN YEARS OF THE BOARD OF GOVERNORS' STRATEGIC PLAN TO ENSURE RACIAL AND ETHNIC DIVERSITY IN CONNECTICUT PUBLIC HIGHER EDUCATION

1985 - 1995

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1985 - 1995

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INTRODUCTORY BACKGROUND

The Board of Governors in April 1985 adopted a **Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education**. The plan was designed to promote diversity in Connecticut higher education and to achieve parity in enrollment, graduation and employment.

The plan set forth major objectives to: 1) Increase the numbers of disadvantaged high school students prepared for success in college; 2) Increase student access and retention among underrepresented groups; and 3) Increase the employment and advancement of underrepresented groups.

In 1986, the Board of Governors recommended and the legislature approved and funded a **Minority Advancement Program (MAP)** to achieve the goals of the Strategic Plan. The MAP program established incentive funds for three programs linked directly to the strategic plan:

1) *The Connecticut Collegiate Awareness and Preparation Program (ConnCAP)*,

2) *The Minority Enrollment Incentive Program*, and

3) *The Minority Staff Development and Recruitment Program*

Through the first initiative, ConnCAP, competitive funding provides for partnerships between colleges and public school districts targeted by the Board of Governors. These programs provide early intervention and college preparation activities for students identified as "at-risk" of dropping out of school before high school graduation. The goal of ConnCAP is to expand the pool of students who are adequately prepared for success in college.

The second initiative, The Minority Enrollment Incentive Program, aims to increase access, retention and graduation of underrepresented minorities in Connecticut public institutions of higher education. The colleges and universities are required to develop five-year plans in which barriers to access and retention are identified and strategies are proposed to eliminate the barriers. Five-year goals are established for the public higher education systems and each institution contributes to the attainment of those goals through their individual goals. Incentive grants are made annually to institutions for the successful achievement of individual goals.

The third initiative, The Minority Staff Development and Recruitment Program, provides incentive grants to state colleges and universities for increases among underrepresented minorities in the professional workforce. These grants are intended to assist with recruitment efforts and to promote upward mobility for the targeted groups.

Between 1985 and 1994, the Minority Advancement Program focused on minority groups that were underrepresented among the student body and the professional workforce of the state's public institutions of higher education. On July 1, 1994, the Minority Advancement Program was expanded to include all racial and ethnic minority groups as defined by the federal Office of Management and Budget. Campus goals and grant awards for fiscal year 1995 were adjusted to reflect this expansion.

The report that follows was prepared to comply with Connecticut General Statutes (Sections 10a - 11b) which direct the Board of Governors to report annually to the Governor and the General Assembly on activities undertaken to implement the Strategic Plan. It is a report of ten years of the Minority Advancement Program which includes comparative analyses of participation rates for minorities in Connecticut public higher education between the mid-1980s and 1995.

EXECUTIVE SUMMARY

Between 1985 and 1995, the three initiatives under Connecticut's Minority Advancement Program successfully addressed the goal of enhanced participation of minorities in Connecticut's public institutions of higher education. Highlights for each of the programs follow:

Connecticut Collegiate Awareness and Participation Program (ConnCAP)

A total of 9,356 students from 12 public school districts targeted by the Board of Governors for Higher Education participated in ConnCAP programs between 1987 and 1995. This figure represents one in four of qualified applicants to the participating programs.

By race and ethnicity, the participants were: 5 percent Asian/Pacific Islanders; 53 percent Black; 30 percent Hispanic; 1 percent Native American; and 12 percent White.

Males made up 43.3 percent of participants and females 56.7 percent.

The overall retention rate for participants was 94 percent for the period 1987 through 1995; the overall college enrollment rate was 95 percent.

Program evaluations indicate impressive results toward the goal of expanding the pipeline of students from educationally disadvantaged backgrounds who were prepared with the necessary skills and motivation to success in college.

The Minority Enrollment Incentive Program

Connecticut public colleges and universities exceeded the systemwide 10 year goal of reaching parity in the enrollment of minority students, as defined in Sections 10a - 11b of the Connecticut General Statutes, in fall 1994. The parity goal, based upon the 1990 U.S. Census Bureau data, was established at 16.1 percent for all minorities in the state.

A comparison of minority headcount data for fall 1984, the baseline year for the Minority Enrollment Incentive Program, and fall 1994 indicates the following accomplishments:

Minorities made up 16.4 percent of the total enrollment at Connecticut public colleges and universities in fall 1994, exceeding the 10 year goal of 16.1 percent. This compares with 8.9 percent of total enrollment in fall 1984.

The fall 1994 data indicate an 88.0 percent increase in minority enrollment -- from 8,824 to 16,593 -- for the first 10 years of the Board of Governors's **Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education**. The representation of minority students among all students increased by 84.3 percent from 8.9 percent in 1984 to 16.4 percent in 1994.

The headcount for Black students increased from 5,148 in 1984 to 8,275 in 1994 -- a 60.7 percent increase. Black representation increased by 57.7 percent -- going from 5.2 percent of total enrollment in 1984 to 8.2 percent of total enrollment in 1994. Blacks made up 7.9 percent of the state's population at the time of the 1990 census.

The headcount for Hispanic students increased from 2,155 in 1984 to 5,348 in 1994, a 148.2 percent increase for the 10 year period. Hispanic student enrollment went from 2.2 percent of total enrollment in 1984 to 5.3 percent of total enrollment in 1994, a growth of 140.9 percent. Hispanics made up 6.5 percent of the state's population at the time of the 1990 Census.

The headcount for Asian American students increased from 1,169 in 1984 to 2,640 in 1994, a 125.8 percent increase. Asian American student enrollments increased from 1.2 percent in 1984 to 2.6 percent in 1994, an increase of 116.7 percent. Asian Americans constituted 1.5 percent of the state's population at the time of the 1990 Census.

The headcount for Native American students declined from 352 in 1984 to 330 in 1994. This drop in enrollment resulted in a 25.0 percent decline in their percentage of total enrollment, going from 0.4 percent to 0.3 percent over the 10 year period. Native Americans made up 0.2 percent of the state's population at the time of the 1990 Census.

Data indicate significant improvements in minority enrollment for all Connecticut public higher education constituent units during the 10 year period 1984 through 1994.

At the University of Connecticut campuses, minority enrollment increased from 7.0 percent in 1984 to 12.6 percent in 1994, an 80.0 percent increase over the 10 year period. In fall 1994, Blacks accounted for 4.1 percent of total enrollment; Hispanics made up 3.6 percent; Asian Americans made up 4.6 percent; and Native Americans 0.3 percent.

The Connecticut State University system registered an increase in minority enrollment from 5.8 percent to 11.4 percent between 1984 and 1994, a 96.6 percent increase. In fall 1994, Blacks accounted for 6.0 percent of total enrollment; Hispanics accounted for 3.4 percent; Asian Americans accounted for 1.7 percent; and Native Americans 0.3 percent.

At the Community-Technical Colleges, minority enrollment went from 12.3 percent in 1984 to 22.1 percent in 1994, a 79.7 percent increase. Blacks made up 11.9 percent; Hispanics made up 7.6 percent; Asian Americans made up 2.4 percent; and Native Americans made up 0.3 percent of the total enrollment in fall 1994.

All minority groups experienced growth with respect to degrees conferred during the 10 year period 1984 through 1994.

Minority representation among all students receiving degrees grew from 6.4 percent in 1984-85 to 10.0 percent in 1993-94, an increase of 66.5 percent.

Asian Americans experienced the largest increase in the number of degrees conferred to minority students -- from 168 to 324 -- an increase of 92.9 percent. Asian American representation among all degree recipients grew from 1.2 percent to 2.2 percent, an increase of 83.3 percent.

The number of degrees conferred to Hispanics increased from 225 to 416, representing a growth from 1.6 percent of all degrees conferred to 2.8 percent, an increase of 75.0 percent.

The number of Black students receiving degrees grew from 448 in 1984-85 to 672 in 1993-94, an increase from 3.3 percent to 4.6 percent, or a growth rate of 39.4 percent.

The number of degrees conferred to Native Americans increased by five between 1984-85 and 1993-94, from 37 to 42, representing 0.3 percent of all degrees conferred for both time periods.

The Minority Staff Development and Recruitment Program

The percentage of all minorities in the professional workforce at public colleges and universities increased 68.0 percent between 1983 and 1994, from 7.5 percent to 12.6 percent. The head count increased from 520 to 961, an increase of 84.8 percent.

In the officials/administrators workforce category, all minorities showed 30.4 percent growth -- from 7.6 percent to 10.2 percent.

In the professional (faculty and non-faculty) workforce category, minorities increased 85.1 percent -- from 6.7 percent to 12.4 percent.

In the technical and paraprofessional categories all minorities grew by 6.0 percent -- from 19.9 percent to 21.1 percent.

During the 10 year period, Blacks, who represent 7.9 percent of the state population, grew by 43.6 percent in their representation among the total professional workforce, making up 5.6 percent in 1994.

Hispanics, who make up 6.5 percent of the state's population, grew by 136.4 percent in their representation among the total professional workforce, making up 2.6 percent in 1994.

Other minorities (as defined by the Connecticut Commission on Human Rights and Opportunities), who make up 1.7 percent of the state's population, grew by 73.1 percent in their representation among the total professional workforce, making up 4.5 percent as of December 1994.

All minorities combined made up 12.6 percent of the professional workforce in December 1994 as compared to 7.5 percent in 1983.

By constituent unit, the minority participation rate for professionals in the workforce at the University of Connecticut increased from 7.5 percent to 12.4 percent between 1983 and 1994. At the University of Connecticut Health Center, the participation rate for minority professionals increased from 9.3 percent to 10.7 percent. In the Connecticut State University system, the minority participation rate increased from 5.8 percent to 13.8 percent. At the Community Technical Colleges, the minority participation rate increased from 7.3 percent to 14.5 percent.

The Connecticut Collegiate Awareness and Preparation Program (ConnCAP)

Program Goal

The Connecticut Collegiate Awareness and Preparation Program is designed to expand the pipeline of high school students from educationally disadvantaged environments prepared with the necessary skills and motivation for success in college.

Public Act No. 86-385, Section 2 (a) states:

> As part of the minority advancement program the board of governors of higher education shall establish a Connecticut college awareness and preparation program to develop linkages with public school systems targeted by the board of governors for the purpose of providing motivation and skills development for middle school or high school underachievers.

Strategy

Modeled after the federal government's Upward Bound Program, the Board of Governors for Higher Education made available competitive grants to public and independent Connecticut colleges and universities for partnership programs with targeted public school districts. Funded programs combined an academic year component and an intensive summer component for underachieving middle and high school students considered to be at risk of dropping out of school before graduation. In describing the rationale for ConnCAP, the Board of Governors' proposal contained the following quotes from comparative, longitudinal studies of the Upward Bound Program (Green, **Government Support for Minority Participation in Higher Education**, AAHE-ERIC Higher Education Research Report No. 9., 1982, p. 31).

> "Upward Bound participants enter postsecondary education at significantly higher rates than nonparticipants. Roughly 20 percent more participants enter some form of postsecondary education.
>
> Former Upward Bound participants are more likely to enter four year colleges and universities than their nonparticipating counterparts. Two thirds of the former group versus one-half of the latter group matriculated at four year institutions.
>
> Upward Bound participants who do not matriculate immediately following high school graduation are more likely to do so at a later date than are comparable nonparticipants.
>
> Upward Bound minority participants are more likely to attend college than are their nonparticipating peers.
>
> Increased participation in the program is associated with greater access to postsecondary education. One year of program participation has a slight impact on access, while two or more years has a significant positive impact.
>
> Upward Bound participants make more progress toward their reported educational goals than do nonparticipants."

Process

A total of $5,649,330 was awarded between 1986 and 1994 to fund the following programs:

- Central Connecticut State University for partnerships with public schools in New Britain and Waterbury.
- Norwalk Community-Technical College for a program in Norwalk and Stamford.
- The Science Museum of Connecticut for a Connecticut Pre-Engineering Program (CPEP) to serve students in Bridgeport, Danbury, Hartford New Britain, New Haven, Stamford and Waterbury.
- Trinity College for the expansion of its Upward Bound program serving students in Hartford and Bloomfield public schools.
- The University of Connecticut Health Center for an expanded program to increase the number of Blacks and Hispanic students from Connecticut applying to and matriculating at medical and dental schools and to enhance the research skills and knowledge of public school teachers who teach significant numbers of minority students.
- Wesleyan University for the expansion of its Upward Bound program that serves students in Middletown, Meriden and Portland.

In fiscal 1995, increased funding made possible a new partnership program between Eastern Connecticut State University and New London public schools and an expansion of services at Central Connecticut State University for a limited number of students in Bristol.

ConnCAP programs provide academic enrichment; remedial instruction in reading, writing, study skills, research, mathematics and science; personal, financial aid and career counseling; tutorial services; Scholastic Achievement Test (SAT) preparation; college visitations; on-campus residential experiences; cultural enrichment activities; mentoring; community service programs; parental involvement activities; and college follow-up programs. Participants with an expressed interest in medicine or dentistry are introduced to relevant laboratory and direct study, lectures, critical thinking, and problem solving courses. Elementary, middle, high school, and pre-service teachers participate in summer research projects to update their skills in modern research tools and techniques. See Appendix A, pages 23 - 27, for a summary of participating initiatives and Table I below for a statistical summary of program enrollments and funding:

TABLE I:

CONNCAP ENROLLMENTS AND FUNDING LEVELS

ConnCAP Statistical Summary	1994-1995 NUMBER	1994-1995 PERCENT	1987-1995 NUMBER	1987-1995 PERCENT
Total Cumulative Enrollment				
Asian/Pacific Islander	72	4.0	450	4.8
Black	797	44.2	4,951	52.9
Hispanic	644	35.7	2,759	29.5
Native American	13	0.7	88	0.9
White	277	15.4	1,108	11.8
Participant/Gender				
Male	803	44.5	4,051	43.3
Female	1,000	55.5	5,305	56.7
Student Profile*				
Underachievers	480	26.6	4,483	47.9
At Risk	1,248	69.2	7,895	84.4
Low Income	783	43.4	4,635	49.5
First Generation	940	52.1	5,547	59.3
Target School District	1,774	98.4	9,327	99.7
Retention Rate	91%		94%	
College Enrollment Rate	97%		95%	
Total Funding	$853,076		$5,649,330	

NOTE: * most students meet more than one selection criterion

The Minority Enrollment Incentive Program

Program Goal

The Minority Enrollment Incentive Program is designed to address the underrepresentation of minorities in the student body at Connecticut public colleges and universities. The program established a goal to diminish, by at least one-half, the existing disparities between minority and non-minority enrollment during the first five years (1985-1990) and to eliminate all remaining disparities during the second five years (1990-1995).

Strategy

In describing the process, the **Strategic Plan to Ensure Racial and Ethnic Diversity** states:

> Beginning November 1, 1985, and every five years thereafter, each public institution of higher education, through its board of trustees, shall submit to the Board of Governors a minority student access and retention plan which will highlight long-range (five year) and short-term (annual) goals and programs for achieving minority enrollment parity.

In November 1986, each public college and university submitted to the Board of Governors a five-year Minority Student Access and Retention Plan, prepared according to Board guidelines, in which barriers to access were identified and strategies proposed to eliminate them. Each campus plan was required to include components that addressed early awareness initiatives, financial aid, and strategies for recruiting first-time students and admitting transfer and graduate students, where appropriate. A numerical goal aimed at achieving parity in minority enrollment was established jointly by the Board of Governors and the central office of the constituent units for each campus. Annual updates of activities undertaken to achieve the goals and objectives of the five-year plans were required.

In November 1991, campuses prepared and submitted a new plan for the second five-year cycle in accordance with the Strategic Plan. Annual updates were submitted in the subsequent years 1992-1995.

These reports, coupled with data made available regularly to the Department of Higher Education, were the basis of an annual report submitted by its Office of Educational Opportunity to the Board of Governors and in turn, to the Governor and the General Assembly since 1986.

Process

Each college and university president identified a campus representative to coordinate efforts at the local campus level and to serve as a contact person for the Office of Educational Opportunity at the Department of Higher Education in the implementation of the systemwide plan.

A Peer Review Committee appointed by the commissioner of higher education reviewed all access and retention plans and annual updates, and recommended their acceptance or rejection to the commissioner and the Board of Governors, who had final authority over the plans. (See Appendix B.1A, pages 26 - 29, for committee roster) All public colleges and universities had approved plans for the first five years by May 1987 and by May 1992 for the second five-year cycle.

The colleges and universities received annual incentive grants for progress toward goal attainment. Between 1985 and 1990, the program focused on access and grant awards were based upon headcounts for Black and Hispanic undergraduates. Funds were used to support counseling, admissions, and recruitment expenses; remedial education or developmental programs; special programs for minority and disadvantaged students in the college, local public schools, or community groups; and student financial aid. In 1991 the funding formula was revised to reflect three variables or areas of participation for underrepresented minorities: first time students, continuing students and graduating students.

In July 1994 the Minority Enrollment Incentive Program was expanded to include all racial and ethnic groups as defined by the federal Office of Management and Budget. Therefore, in the context of this report on the Minority Enrollment Incentive Program, the term minorities refers to African Americans or Blacks, Latinos or Hispanics, Asian Americans and Pacific Islanders, Native Americans or American Indians and Alaskan Natives. Campus goals and grant awards were revised and adjusted in fiscal 1995 to reflect the inclusion of Asian Americans and Native Americans.

Incentive Grant Awards

Public colleges and universities qualified to receive a grand total of $3,337,972 in annual incentive grant awards for progress toward reaching established access, retention, and graduation goals for the period of 1985 through 1995.

Measures of Progress

Progress in meeting the Board of Governors' goal to eliminate disparities between minority and nonminority student participation at public colleges and universities over a 10 year period was measured by comparing enrollment, continuation, and graduation data from fall 1984 with fall 1994. The data was derived from the Department of Higher Education Student File. The same data source was used to document and measure short-term progress from fall 1993 to fall 1994 and is reported in the trend analyses below.

Enrollment Comparative Analyses

According to data from the Department of Higher Education's Student File, the number of minorities enrolled at Connecticut public colleges and universities increased from 8,824 in the fall of 1984 to 16,593 in fall 1994. This represents a numerical increase of 7,769 and is equal to an 88.0 percent increase. During this same time period, the representation of minorities among all students grew from 8.9 percent to 16.4 percent, an 84.3 percent increase in the minority representation among all students. For the four subgroups of minority students, the changes in enrollment were as follows:

The number of Black students increased from 5,148 to 8,275 -- a numerical increase of 3,127, which represents a numerical increase of 60.7 percent. Blacks students increased in representation from 5.2 percent to 8.2 percent, an increase of 57.7 percent in their proportion of total enrollment.

Hispanic students increased in number from 2,155 to 5,348 -- a numerical increase of 3,193, which is equal to an increase of 148.2 percent. This group grew in representation from 2.2 percent to 5.3 percent, an increase of 140.9 percent in their proportion among the total enrollment.

The number of Asian American students increased from 1,169 to 2,640 -- a numerical gain of 1,471, which is equal to an increase of 125.8 percent over the 1984 level. Asian Americans grew in their representation among all students from 1.2 percent to 2.6 percent, an increase of 116.7 percent.

The number of Native American students enrolled decreased in number from 352 to 330 -- a loss of 22 which is equal to a numerical decline of 6.3 percent. The representation of Native Americans declined by 25.0 percent from 0.4 percent in 1984 to 0.3 percent in 1994.

The numerical increase in the number of minority students enrolled in public institutions was significantly different at the three constituent units. At the Community-Technical Colleges, the number of minorities increased by 4,610 from 5,228 to 9,838. In the Connecticut State University system, minorities increased their numbers by 1,912 from 1,942 to 3,854. At the University of Connecticut system, minority enrollments grew from 1,654 to 2,901, an increase of 1,247. However, the magnitude of the numerical increases was similar. The levels of growth were 98.5 percent at Connecticut State University, 88.2 percent at the Community-Technical Colleges, and 75.4 percent at the University of Connecticut.

Likewise, the growth in minority representation among all students at the constituent units was not dissimilar. The Connecticut State University system experienced the largest growth rate in representation at 96.6 percent from 5.8 percent to 11.4 percent. The University of Connecticut campuses experienced a growth of 80.0 percent in its representation of minority students, from 7.0 percent to 12.6 percent. The minority representation rate at the Community-Technical Colleges grew by 79.9 percent, from 12.3 percent to 22.1 percent. Changes within the systems as experienced by the minority subgroups is discussed below:

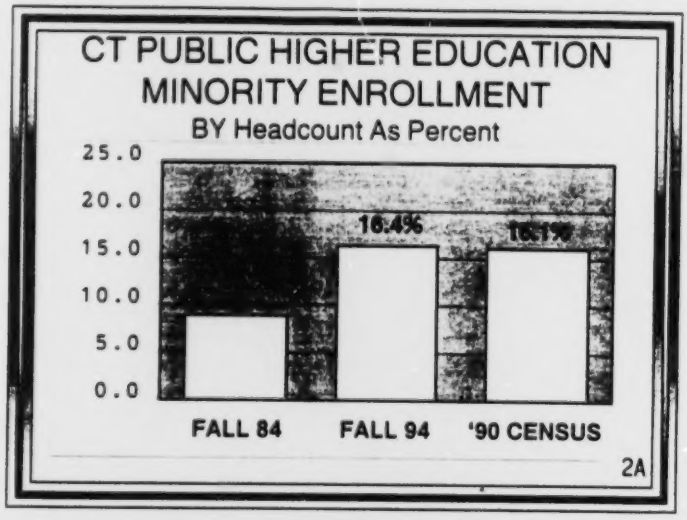
Blacks experienced their largest numerical increase at the Community-Technical Colleges, where they grew in number by 1,975 from 3,343 to 5,318. Blacks showed an increase of 921 at the Connecticut State University system from 1,091 to 2,012. At the University of Connecticut, Blacks grew by 231, from 714 to 945. The representation of Blacks among all students grew, in rank order: by 87.5 percent at Connecticut State University, from 3.2 percent to 6.0 percent of total enrollment; by 50.6 percent at Community-Technical Colleges, from 7.9 percent to 11.9 percent; and by 36.7 percent at the University of Connecticut from 3.0 percent to 4.1 percent.

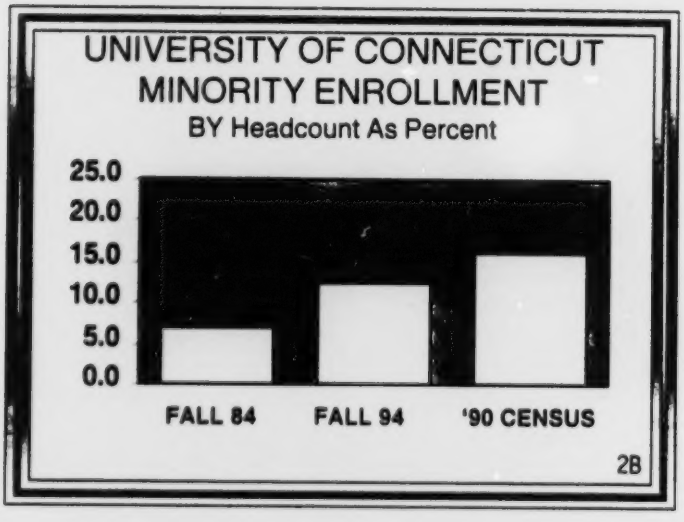
Hispanics also experienced their largest numerical increase at the Community-Technical Colleges, where they grew in number by 2,060 from 1,309 to 3,369. Hispanics showed an increase of 750 at the Connecticut State University system, from 411 to 1,161. At the University of Connecticut, Hispanics grew by 383, from 435 to 818. The representation of Hispanics among all students grew, in rank order: by 183.3 percent at Connecticut State University, from 1.2 percent to 3.4 percent; by 145.2 percent at Community-Technical Colleges, from 3.1 percent to 7.6 percent; and by 89.5 percent at the University of Connecticut, from 1.9 percent to 3.6 percent.

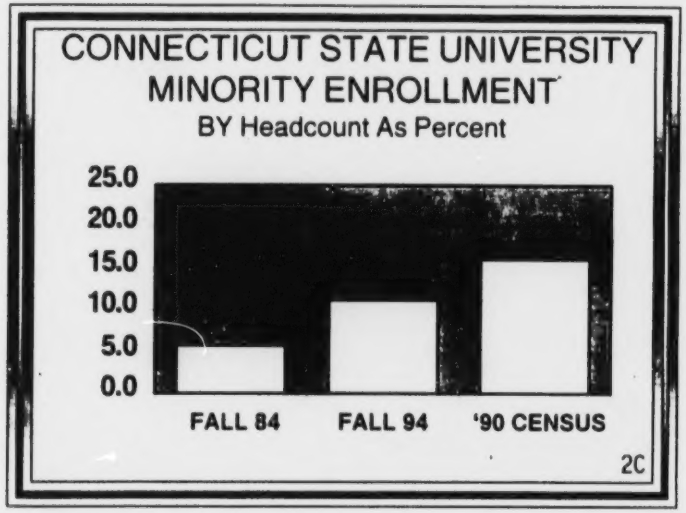
Asian Americans experienced their largest numerical increase at the University of Connecticut, where they grew in number by 602 from 461 to 1,063. Asian Americans showed an increase of 548 at the Community-Technical College system from 1,169 to 2,640. At Connecticut State University, Asian Americans grew by 321 from 258 to 579. The representation of Asian Americans among all students grew, in rank order: by 130.0 percent at the University of Connecticut, from 2.0 percent to 4.6 percent; by 112.5 percent at Connecticut State University, from 0.8 percent to 1.7 percent; and by 100.0 percent at the Community-Technical Colleges, from 1.1 percent to 2.2 percent.

Native Americans experienced a numerical increase of 31 at the University of Connecticut, from 44 to 75. They experienced an increase of 27 at the Community-Technical Colleges, from 126 to 153. Native Americans declined in their number at Connecticut State University, from 182 to 102, a drop of 80. The representation of Native Americans among all students grew by 50.0 percent at the University of Connecticut, from 0.2 percent to 0.3 percent. At the Community-Technical College system, the representation of Native Americans remained at 0.3 percent. In the Connecticut State University system, the representation of Native Americans declined by 40.0 percent, from 0.5 percent to 0.3 percent.

See Appendix B.2: Table 1B.1, page 35, and Graphs 2A through 2G below for presentations of this comparative data.






CONNECTICUT STATE UNIVERSITY
MINORITY ENROLLMENT
BY Headcount As Percent
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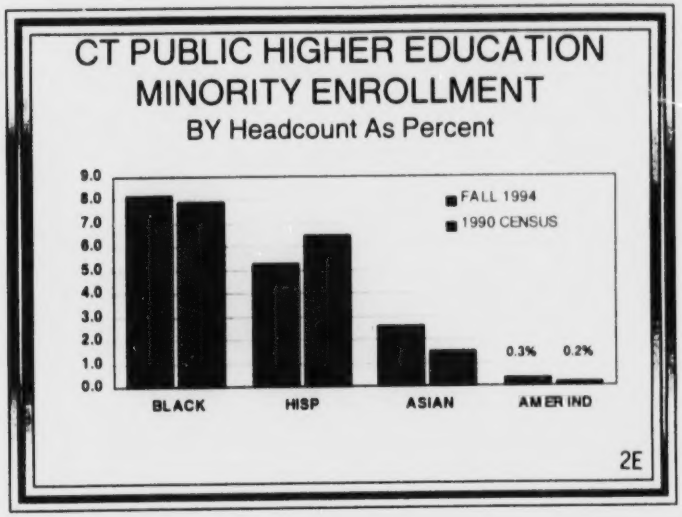
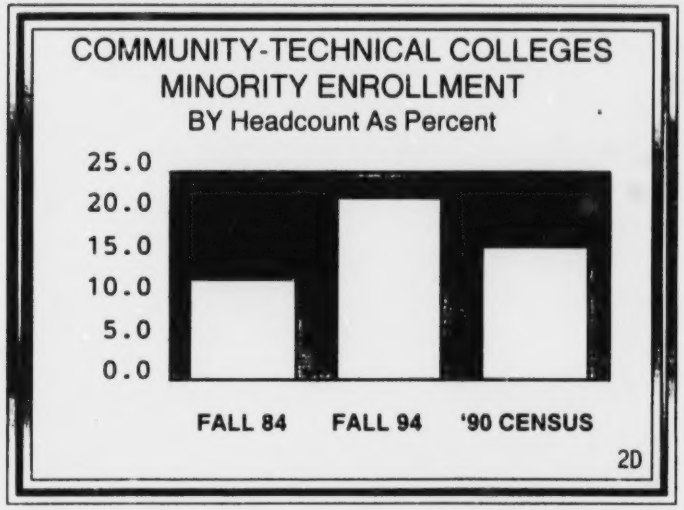
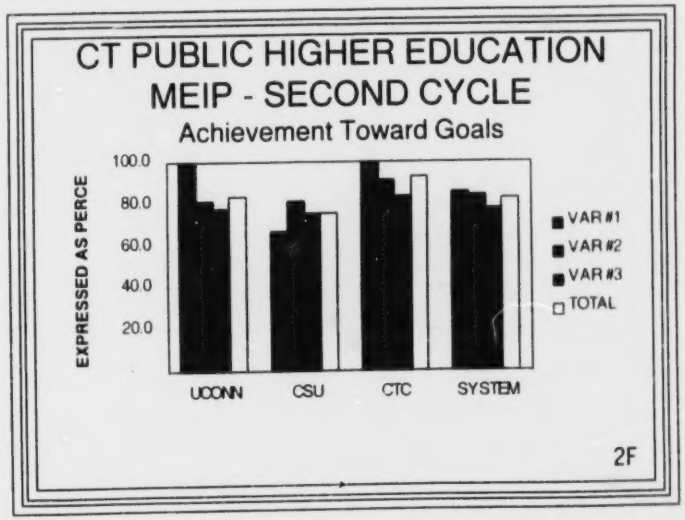
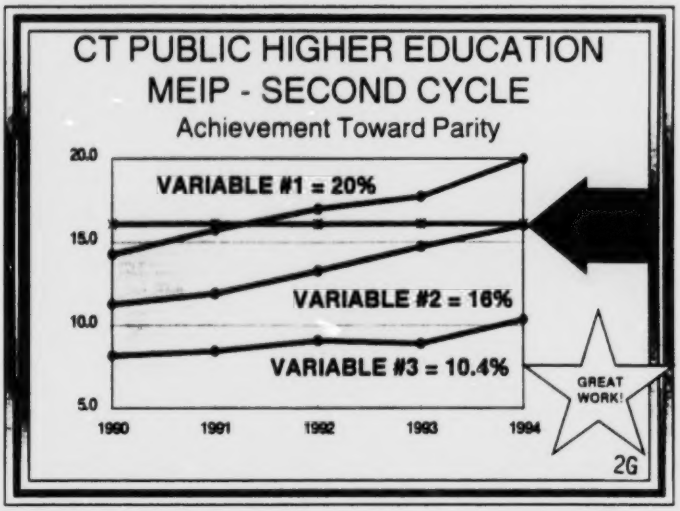
FALL 84
FALL 94
'90 CENSUS
2C


CT PUBLIC HIGHER EDUCATION
MINORITY ENROLLMENT
BY Headcount As Percent
9.0
8.0
7.0
6.0
5.0
4.0
3.0
2.0
1.0
0.0
FALL 1994
1990 CENSUS
0.3%
0.2%
BLACK
HISP
ASIAN
AMER IND
2E


COMMUNITY-TECHNICAL COLLEGES
MINORITY ENROLLMENT
BY Headcount As Percent
25.0
20.0
15.0
10.0
5.0
0.0
FALL 84
FALL 94
'90 CENSUS
2D


CT PUBLIC HIGHER EDUCATION
MEIP - SECOND CYCLE
Achievement Toward Goals
EXPRESSED AS PERCE
100.0
80.0
60.0
40.0
20.0
VAR #1
VAR #2
VAR #3
TOTAL
UCONN
CSU
CTC
SYSTEM
2F



Enrollment Trend Analyses

While the growth in the number of minorities among students enrolled in Connecticut's public institutions of higher education has been at a fairly constant level in recent years, the growth in the percentage of minorities among all students enrolled in these institutions recently accelerated. Analytical examinations of the most recent trend period of 1993-94 to 1994-95, indicate that the number of minorities grew from 15,637 to 16,593 -- a growth rate of 6.1 percent, which is close to the average annual growth rate of 6.5 percent experienced during the 1984 to 1994 period. On the other hand, growth in the percentage of minorities among all students for the 1993 to 1994 period was 9.3 percent, nearly 50 percent higher than the average annual growth rate of 6.3 percent experienced during the 1984 to 1994 comparative period. The explanation for this phenomenon lies in the fact that the grand total of all students enrolled in the state's public colleges and universities declined while the number of minority students increased. For the four subgroups of minority students, the changes in enrollment over the trend analyses period were as follows.

Blacks grew in number from 7,914 to 8,275 -- a growth rate of 4.6 percent, which is similar to the corresponding, average annual growth rate of 4.8 percent during the 1984 to 1994 period. Blacks grew in representation from 7.6 percent to 8.2 percent -- at a growth rate of 7.9 percent, which is 168.1 percent higher than the 1984 to 1994 rate of 4.7 percent.

Hispanics grew in number from 4,896 to 5,348 -- a growth rate of 9.2 percent which is similar to the corresponding, average annual growth rate of 9.5 percent during the 1984 to 1994 period. Hispanics grew in representation from 4.7 percent to 5.3 percent -- at a growth rate of 12.8 percent, which is 129.3 percent higher than the 1984 to 1994 rate of 9.9 percent.

Asian Americans grew in number from 2,526 to 2,640 -- a growth rate of 4.5 percent. This rate of growth is 53.6 percent of the corresponding, average annual growth rate of 8.4 percent during the 1984 to 1994 period. Asian Americans grew in representation from 2.4 percent to 2.6 percent -- at a growth rate of 8.3 percent, which is 3.8 percent greater than the 1984 to 1994 rate of 8.0 percent.

Native Americans grew in number from 301 to 330 -- a growth rate of 9.6 percent which is in contrast to a decline of 6.3 percent during the corresponding, 1984 to 1994 period. Native Americans maintained a representation level of 0.3 percent for the 1993 and 1994 time frames. For the comparative period of 1984 to 1994, their representation level declined from 0.4 percent to 0.3 percent.

At one of the state's three constituent units of higher education, both the number and the percentage of minority students enrolled grew at a faster rate between 1993 and 1994 than over the course of the 1984 to 1994 comparative period. At the Community-Technical Colleges, the enrollment of minority students grew from 9,094 in 1993 to 9,838 in 1994. This increase in growth rate of 8.2 percent is more than 125 percent greater than the corresponding, average annual growth rate of 6.5 percent. The representation of minority students at Community Technical Colleges grew from 20.0 percent to 22.1 percent. This increase of 10.5 percent is 175.0 percent of the 6.0 percent average annual growth rate of the 1984 to 1994 period.

At the University of Connecticut campuses, the enrollment of minority students grew by 5.8 percent between 1993 and 1994 -- from 2,743 to 2,901. This represents the same average annual growth rate as the 1984 to 1994 period. The representation of minority students at UConn grew from 11.6 percent to 12.6 percent. This increase of 8.6 percent was more than 140.0 percent of the 6.1 percent average annual growth rate between 1984 to 1994.

At the Connecticut State University system, there was a decline in the growth of both the number and the percentage of minority students enrolled. The numerical growth of 7.1 percent for the 1984 to 1994 period was much greater than the 1.4 percent for the 1993 to 1994 time frame. The growth in representation levels in the Connecticut State University system was 7.0 percent and 5.6 percent, respectively.

During the period 1993 to 1994, Black representation at the University of Connecticut grew by 10.8 percent, from 3.7 percent to 4.1 percent. Black representation at the Community Technical Colleges grew by 8.2 percent from 11.0 percent to 11.9 percent. Black representation at the Connecticut State University system grew by 3.4 percent from 5.8 percent to 6.0 percent.

Hispanic representation at the Community-Technical Colleges grew by 13.4 percent between 1993 and 1994, from 6.7 percent to 7.6 percent. Hispanic representation at the Connecticut State University system grew by 13.3 percent from 3.0 percent to 3.4 percent. Hispanic representation at the University of Connecticut grew by 9.1 percent from 3.3 percent to 3.6 percent.

Between 1993 and 1994, Asian American representation at the Community-Technical Colleges grew by 10.0 percent, from 2.0 percent to 2.2 percent. Asian American representation at the University of Connecticut grew by 7.0 percent, from 4.3 percent to 4.6 percent. Asian American representation at the Connecticut State University system remained at 1.7 percent.

For the trend period of 1993 to 1994, Native American representation at each of the state constituent unit systems remained at 0.3. (See Appendix B.2: Table 1B.2, page 36 for trend analyses.)

Degrees Conferred to Minorities

Comparative Analyses

The number of minority students receiving degrees from Connecticut's public institutions of higher education increased by nearly two-thirds from the 1984-85 academic year to the 1993-94 academic year. The number of minority students receiving degrees increased from 878 in 1984-85 to 1,462 in 1993-94, an increase of 584 or 66.5 percent. Minority representation among all students receiving degrees grew from 6.4 percent to 10.0 percent, an increase of 56.3 percent.

Of the four minority subgroups, Asian Americans experienced the greatest increase; from 168 in number to 324, an increase of 156 or 92.9 percent. Their representation among all degree recipients grew from 1.2 percent to 2.2 percent, an increase of 83.3 percent.

Hispanics experienced an increase in number of 191 or 84.9 percent, from 225 to 416. Their representation among degree recipients grew from 1.6 percent to 2.8 percent, an increase of 75.0 percent.

The number of Black students receiving degrees grew from 448 in 1984-85 to 672 in 1993-94, an increase of 224 or 50.0 percent. Black representation among degree recipients grew by 39.4 percent, from 3.3 percent to 4.6 percent.

The number of Native American degree recipients increased by 5, from 37 to 42. Their representation among all degree recipients remained at 0.3 percent.

The number of minorities receiving degrees more than doubled at the University of Connecticut system during the comparative period. The number of minority students at these campuses receiving degrees increased from 231 to 478, an increase of 247 or 106.9 percent. Minority representation among all degree recipients grew from 5.1 percent in 1984-85 to 9.7 percent in 1993-94, an increase of 90.2 percent.

At the Connecticut State University system, the number of minority students receiving degrees grew from 239 to 421, an increase of 182 or 76.2 percent. Minority representation among degree recipients at Connecticut State University campuses grew from 4.9 percent in 1984-85 to 7.6 percent in 1993-94, an increase of 55.1 percent.

At the Community-Technical Colleges, minority degree recipients increased from 408 to 563, an increase of 155 or 38.0 percent. Minority representation among all degree recipients at these colleges grew from 9.3 percent to 13.5 percent, an increase of 45.2 percent. Minorities received 46.5 percent of their degrees from the Community-Technical Colleges in 1984-85; during 1993-94, that percentage declined to 38.5 percent.

The number of minority students receiving first professional degrees increased more than any other degree level over the course of the comparative period. Minority students receiving first professional degrees grew from 22 to 43 in number and from 6.9 percent to 14.2 percent in representation which was an increase of 105.8 percent. Minority students receiving bachelor's degrees, grew in number from 319 to 624. Their representation among all bachelor degree recipients grew from 4.9 percent to 8.8 percent, an increase of 79.6 percent. Minority students receiving master's degrees increased from 107 to 201. Their representation at this degree level grew from 4.7 percent to 7.3 percent, an increase of 55.3 percent.

Minority students receiving associate degrees grew from 411 to 565; their representation at this degree level grew from 9.3 percent to 13.5 percent, an increase of 45.2 percent. From a total of 19 in 1984-85, minority students receiving doctorates grew to 29 in 1993-94. Minority representation among all doctoral degree recipients grew from 10.5 percent to 11.8 percent, an increase of 12.4 percent.

Trend Analyses

Efforts to increase the number of minority students receiving degrees from the state's public institutions of higher education resulted in greater growth during the trend analyses period of 1992-93 to 1993-94 than the comparative period between 1984-85 and 1993-94. The number of minority students receiving degrees grew from 1,322 in 1992-93 to 1,462, an increase of 140 or 10.6 percent -- greater than the numerical, annual growth rate for the comparative period which averaged 5.8 percent. The representation of minority students grew from 8.7 percent in 1992-93 to 10.0 percent in 1993-94, at a growth rate of 14.9 percent as compared with a 5.1 percent average annual growth rate during the comparative period.

Of the four minority subgroups, American Indians experienced the largest growth in representation among all degree recipients over the trend period; from 0.2 percent in 1992-93 to 0.3 percent in 1993-94, an increase of 50.0 percent. Asian Americans experienced a growth of 35.3 percent from 1.7 percent of all degree recipients to 2.3 percent of all degree recipients. Hispanic representation grew from 2.5 percent to 2.8 percent, an increase of 12.0 percent. Black representation grew from 4.3 percent to 4.6 percent, an increase of 7.0 percent.

The percentage of minorities receiving degrees grew by 16.9 percent at the Connecticut State University system, from 6.5 percent in 1992-93 to 7.6 percent in 1993-94. There was a growth rate of 12.5 percent in the minority representation among degree recipients at the state's Community-Technical Colleges; from 12.0 percent to 13.5 percent. At the University of Connecticut, minorities experienced a 10.2 percent growth rate in their representation among graduates, from 8.8 percent to 9.7 percent.

The representation of minority students among all students receiving doctoral degrees increased more than any other degree level during the trend period. From a level of 6.5 percent in 1992-93, minority representation among all doctoral degree recipients grew by 81.5 percent to a level of 11.8 percent in 1993-94. Minority students receiving master's degrees grew in representation by 30.4 percent from 5.6 percent to 7.3 percent. Minority students receiving associate degrees grew by 12.5 percent, from a representation level of 12.0 percent to 13.5 percent. Minority students receiving bachelor's degrees increased in representation by 10.0 percent from 8.0 percent to 8.8 percent. Minority representation among first professional degree recipients grew from 13.8 percent to 14.2 percent, a growth rate of 2.9 percent. (See Appendix B.3: Tables 2B.1 through 2B.6, pages 37 - 46 for the comparative and trend analyses)

The Minority Staff Development and Recruitment Program

Program Goal

The Minority Staff Development and Recruitment Program seeks to achieve representative employment of minority faculty, administrators and other professional staff at Connecticut public colleges, universities, and central offices. The goal statement from the 1985 **Strategic Plan to Ensure Racial and Ethnic Diversity** includes the following:

> The Board of Governors seeks to provide leadership and consistency in equal employment policies and practices to better assist public institutions and constituent unit central offices in reaching their own affirmative action goals. Although these goals may differ among units and institutions, one measure of the success of affirmative action programs within a five year period will be a reduction by at least half of any disparities between the employment of minorities throughout public higher education and the corresponding availability pools.

Strategy

The program encourages inclusiveness and broad participation at all levels of higher education. Strategies include minority representation on boards, advisory committees, search committees, discretionary funds for aggressive recruitment, the administrative separation of personnel and affirmative action activities, procedures for monitoring contractual agreements, and accountability for affirmative action activity by chief executive officers and presidents. Since these areas are appropriately governed by the boards of trustees for each constituent unit, no mechanism was put into place for systematic monitoring by the Department of Higher Education.

The program was expanded to include all minorities as defined by the U.S. Office of Management and Budget in July 1994. Grant awards, for that year, were revised and adjusted to reflect the inclusion of Asian Americans and Native Americans.

Thus, in the context of this report, the term minorities refers to African Americans or Blacks, Latinos or Hispanics, Native Americans and Alaskan Natives and, Asian Americans and Pacific Islanders. The minority subgroup classifications used by CHRO in its collection of data are Blacks, Hispanics and Other. The CHRO data is used to determine grant awards, because it is the only workforce data available on an annual basis. Therefore, when CHRO data is used in this report, minority designations are Black, Hispanic, and Other Minorities. The term professional workforce is used in this report to represent an aggregate of CHRO occupational categories which consists of Officials/Administrators, Professionals, Technicians and Paraprofessionals.

Process

An Affirmative Action Council, with membership composed of the affirmative action officers for the constituent units, was appointed by the Commissioner of higher education to monitor activities and progress and to advise the Department on matters related to systemwide affirmative action. (See Appendix B.1B, page 34 for Council roster) The Council was established to strengthen affirmative action networks aimed at enhancing equity in higher education. It serves as a conduit for affirmative action policy recommendations, as providers of professional development and support, and as a means of establishing consistency in higher education affirmative action plans.

The Department of Higher Education serves as a central repository for higher education affirmative action plans. This strategy was designed to function as a reference resource for affirmative action officers and as a source for practical affirmative action policy development by the Board of Governors. Each central office, college and university submits a copy of its annual affirmative action plan, simultaneously to the Connecticut Commission on Human Rights and Opportunities (CHRO) and the Department of Higher Education.

When the program was instituted in 1985, capitation grants of $500 were made to public colleges and universities for each Black and Hispanic professional employed in the workforce. In 1986 the Board of Governors voted to include central offices under this initiative, making them eligible to receive incentive grants. In 1990 the Board revised the funding formula to award incentive grants incorporating two areas of program emphasis: continuing employment and employment growth.

Incentive Grant Awards

A total of $2,014,500 was awarded as incentive grants to public colleges and universities under the Minority Staff Development Recruitment Program between 1985 and 1995. Grant awards are used for increased recruitment and upward mobility efforts on behalf of minority professionals.

Measures of Progress

Trend analyses of statistical data from 1989 through 1994 and comparative analyses of data from 1983 and 1994 were utilized to document and measure short-term and long-term progress respectively in meeting the Board of Governors' goal to promote the employment of minorities in the professional workforce at Connecticut public colleges and universities. Data derived from the institutions' CHRO "Affirmative Action Compliance Summary ..." reports for December 31 of each year from 1989 through 1994, were compiled for the trend analyses. In examining the short-term trends, particular attention was paid to the most recent trend period -- 1993 to 1994.

Comparative data were derived from the Department of Higher Education Research Report R-3-84, **Employment In Connecticut Public Institutions of Higher Education: 1979 to 1983** and "Affirmative Action Compliance Summary Report to the Commission on Human Rights and Opportunities - As of December 31, 1994" from the state's 18 public institutions of higher education. The data for 1983 serves as a baseline for long-term comparisons, and 1994 is regarded as a significant bench mark for it signals 10 years of the Board of Governors' strategic plan to advance the professional employment of minorities.

Trend Analyses

The trend analyses indicate that, on the whole, only negligible progress was made between 1983 and 1994 to advance the Board's goal. There was a slight increase in both the number and the percentage of minorities represented in the professional workforce at Connecticut's public institutions of higher education during this time. The number of minorities employed at this level increased from a total of 957 to 961. These numbers respectively represent 12.4 percent and 12.6 percent of the grand total of the professional workforce at all of the institutions for the two referenced time periods. (See Appendix C: Table 2C.3, page 51)

During this short-term period, there was an increase in the number of minorities employed in the professional workforce at 10 of the state's 18 institutions of higher education. Seven institutions experienced a decline, and at one institution there was no change.

The number of Blacks and Hispanics employed as Officials/Administrators decreased by 1 from 1993 to 1994. However, given a significant reduction in the total number of Officials/Administrators at the state's public universities and colleges -- a decline of 46 or 7.3 percent -- the percentage of Blacks and Hispanics in this occupational category increased by nearly 7 percent from 8.8 percent to 9.4 percent. These subgroups collectively experienced an increase of 21 in the number of Professionals, representing an increase in their percentage from 7.0 percent to 7.4 percent. Overall, the total number of Professionals declined by 138 or 2.0 percent. This growth rate in both the number and percentage of Blacks and Hispanics among Professions, which includes faculty members and non-faculty professional staff members, was more than twice the combined rates they experienced in the two previous time frames. Blacks and Hispanics experienced an increase of 2 in the number of Technicians and Paraprofessionals. However, this number represents a decline in percentage from 20.6 percent to 19.3 percent because of a 10.3 percent increase in the total number of Technicians and Paraprofessionals, from 339 to 374. (See Appendix C: Table 2C.1, page 49)

The number of Other Minorities, as identified in CHRO reports, employed as Officials/Administrators increased by 1 from 1993 to 1994, a 50 percent increase in their percentage -- from 0.6 percent to 0.9 percent. For this subgroup of minorities, the number of Professionals employed decreased by 20 between 1993 and 1994, a decline in percentage from 5.1 percent to 4.9 percent. The number of Other Minorities employed as Technicians and Paraprofessionals increased by 1 during this time. Their representation in this category increased from 1.8 percent to 1.9 percent. Between 1990 and 1994, the representation of Other Minorities has consistently been around 4.5 percent of the total professional workforce, which is more than 250 percent of their presence in the general population. (See Appendix C: Table 2C.2, page 50) This phenomenon is due to their disproportional representation among the faculties of Connecticut public colleges and universities.

Comparative Analyses

Statistical evidence points to substantive progress in increasing the number of minorities employed in the professional workforce during the comparative period -- 1983 and 1994. The absolute number of minorities employed at this level grew from 520 to 961, an increase of 441 or 84.8 percent. Additionally, the minority representation in the total professional workforce grew from 7.5 percent to 12.6 percent, a growth rate of 68.0 percent, or an average annual growth rate of 4.8 percent. (See Appendix C: Table 2C.4D, page 55)

Data indicates different levels of growth among the minority groups in the total professional workforce. The number of Hispanics increased from 73 to 199, a headcount increase of 126, or 172.6 percent. The representation of this group grew from 1.1 percent to 2.6 percent of the total professional workforce. (See Appendix C: Table 2C.6D, page 65)

Other Minorities increased from 178 to 342, a numerical increase of 164, or 92.1 percent. The representation of Other Minorities grew from 2.6 percent to 4.5 percent in the total professional workforce. (See Appendix C: Table 2C.7D, page 70)

The number of Blacks in the professional workforce increased from 269 to 422, a numerical increase of 153 or 56.9 percent. The representation of this group grew from 3.9 percent to 5.6 percent in the professional workforce over the ten year period. (See Appendix C: Table 2C.5D, page 60)

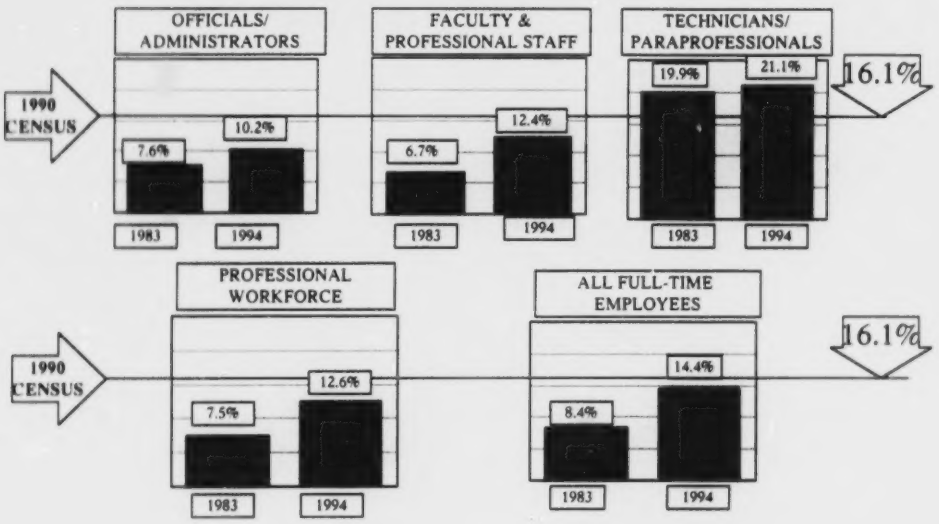
By workforce categories, minorities employed as Officials/Administrators increased in number from 46 to 60, a growth rate of 30.4 percent - growing in representation from 7.6 to 10.2 percent. Blacks accounted for 85.7 percent of this increase; Hispanics 14.3 percent; Other Minorities 0.0 percent. Among Officials and Administrators, the representation of Blacks grew from 5.6 percent to 7.8 percent; Hispanics from 1.2 percent to 1.5 percent; and Other Minorities increased from 0.8 percent to 0.9 percent. (See Appendix C: Tables 2C.4A, 2C.5A, 2C.6A, and 2C.7A, pages 52, 57, 62 and 67)

The number of minorities employed in the Professional (faculty and non-faculty staff) workforce category increased from 394 to 822, an increase of 428, or 108.6 percent. This growth rate represented an increase from 6.7 percent to 12.4 percent. Blacks accounted for 37.4 percent of this numerical increase; Hispanics 25.9 percent; and Other Minorities 6.7 percent. On the whole, the representation of minorities among this workforce category grew from 6.7 percent to 12.4 percent. The representation of Blacks in the Professional workforce grew from 2.8 to 4.9 percent; Hispanics grew from 1.0 to 2.6 percent; Other Minorities grew from 2.9 percent to 4.9 percent. (See Appendix C: Tables 2C.4B, 2C.5B, 2C.6B, and 2C.7B, pages 53, 58, 63 and 68)

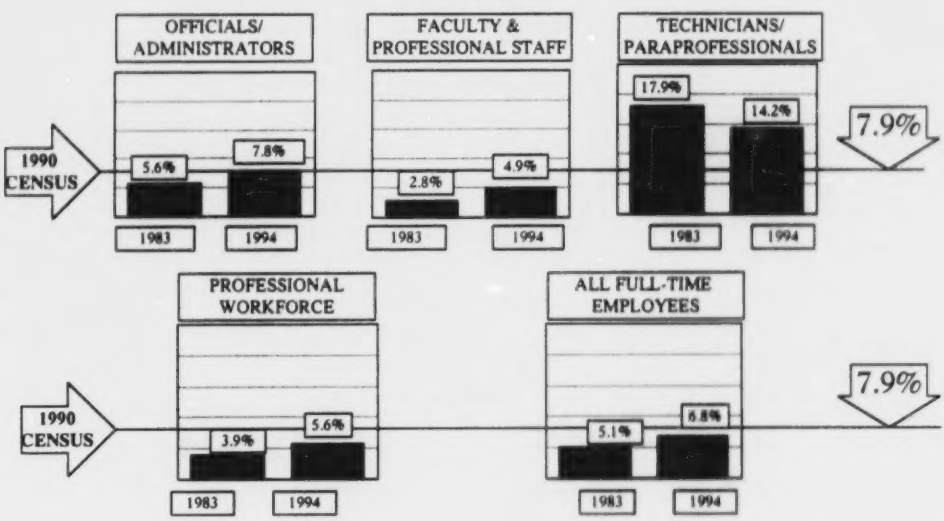
The number of minorities employed as Technicians or Paraprofessionals declined by 1 between 1983 and 1994. However, due to an overall decline in the number of persons employed in these workforce categories, minority representation increased from 19.9 percent to 21.1 percent. Blacks made up 14.2 percent of this workforce grouping; Hispanics 5.1 percent; Other Minorities 1.9 percent. (See Appendix C: Tables 2C.4C, 2C.5C, 2C.6C and 2C.7C, pages 54, 59, 64 and 69)

Summary illustrations of the comparative analyses regarding minority employment at Connecticut's public colleges and universities are presented below in Graphs 3A through 3E.

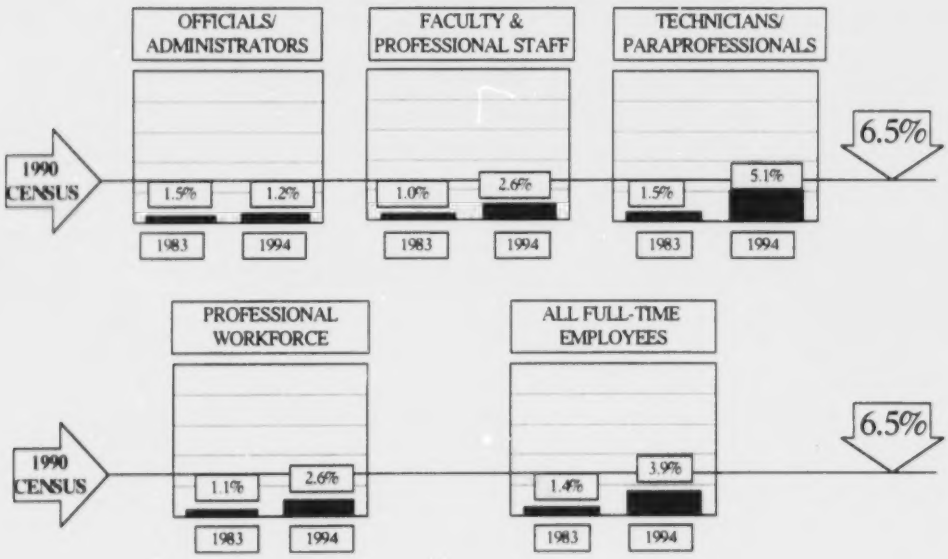
GRAPH 3A
COMPARATIVE EMPLOYMENT PERCENT OF ALL MINORITIES AT CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION



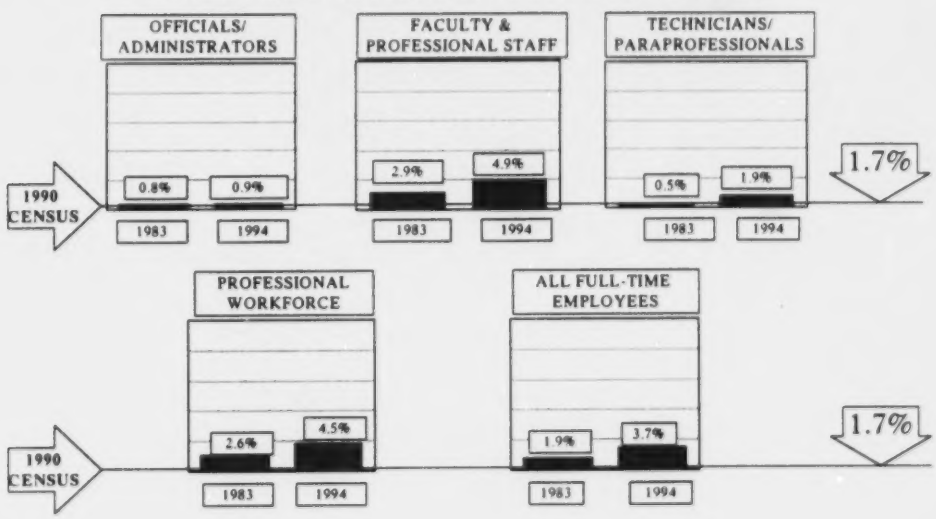
GRAPH 3B
COMPARATIVE EMPLOYMENT PERCENT OF BLACKS AT CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION



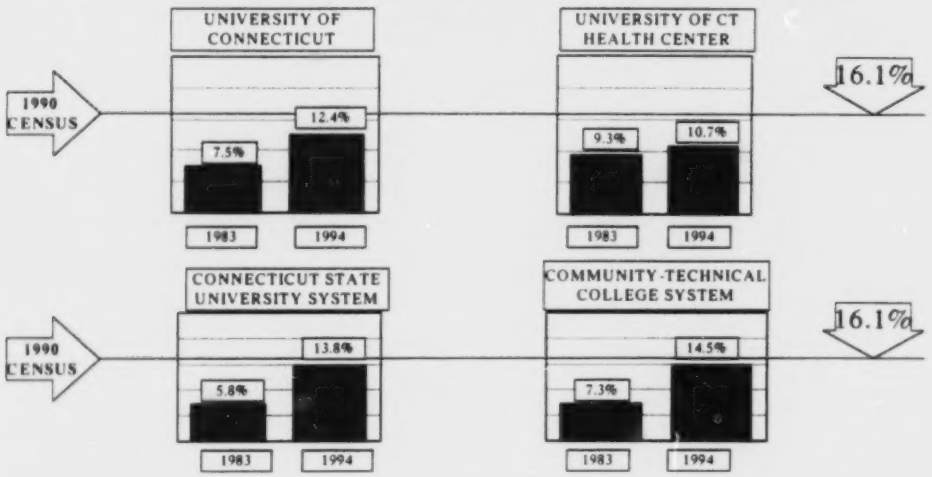
GRAPH 3C
COMPARATIVE EMPLOYMENT PERCENT OF HISPANICS AT CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION



GRAPH 3D
COMPARATIVE EMPLOYMENT PERCENT OF OTHER MINORITIES AT UNITS OF CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION



GRAPH 3E
COMPARATIVE EMPLOYMENT PERCENT OF MINORITIES WITHIN THE PROFESSIONAL WORKFORCE AT UNITS OF CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION



APPENDICES

TEN YEARS OF THE BOARD OF GOVERNORS' STRATEGIC PLAN TO ENSURE RACIAL AND ETHNIC DIVERSITY IN CONNECTICUT PUBLIC HIGHER EDUCATION

APPENDIX A

THE CONNECTICUT COLLEGIATE AWARENESS AND PREPARATION PROGRAM (ConnCAP)

PARTICIPATING INITIATIVES

CENTRAL CONNECTICUT STATE UNIVERSITY ConnCAP

Service/Target Areas: New Britain and Waterbury

Initiated in 1987 with funding from the Department of Higher Education, the goal of Central's ConnCAP is "to identify qualified youths with academic potential, to support them in completing their high school diplomas, and to then assist them in enrolling in post-secondary education." The Connecticut State University system offers automatic admission to the program's students who successfully complete the program and graduate from high school.

Student development activities to be implemented during 1995-96 for nearly two hundred and fifty students include:

Academic Year - academic support and tutorial services, personal and career counseling, mentoring and peer support activities, cultural enrichment, parental involvement and workshops on the college application/admission process

Summer Services - on-campus residential activities, academic skill building, cultural enrichment, personal development and SAT prep

Substance Abuse Prevention - students participate in a substance abuse prevention curriculum for three years

CONNECTICUT PRE-ENGINEERING PROGRAM (CPEP)

Service/Target Areas: Bridgeport, Danbury, Hartford, New Britain, New Haven, Stamford and Waterbury

The Connecticut Pre-Engineering Program was developed in 1986 by the Science Museum of Connecticut as a collaborative effort with cooperation and support from private, public, non-profit, foundation and governmental sources. The Department of Higher Education was authorized by the state legislature to be a partner in this collaborative venture through an initial state-funded matching grant of $25,000. CPEP was designed to help prepare and increase the number of underrepresented minority and disadvantaged students entering career paths in

engineering, mathematics, science and technology. In addition to student services, CPEP seeks to enhance the instructional skills of science and mathematics teachers through professional development opportunities. A new emphasis to be launched next year is leadership of a state wide initiative to help increase the number of girls and women entering careers in science, engineering and mathematics. A grant from the National Science Foundation's Women and Girls in Engineering, Science and Mathematics Project will support this new venture. A Connecticut Department of Transportation grant will enable CPEP to expand its program offerings to an additional ten high schools.

Student development activities to be implemented during 1995-96 for more than twelve hundred students at nineteen high schools, fourteen middle schools and three elementary school include:

After School Programs - hands-on activities, laboratory sessions, presentations, and computer science

Saturday Programs - hosted by local colleges and universities and led by faculty members hands-on activities, science experiments, science projects, mathematics activities, research projects and seminars on the college application/admission process

Mentor Program - Mentors from business and industry help "at risk" elementary and middle school students understand mathematics and science concepts. A summer component is conducted at Talcott Mountain Science Center.

Summer Programs - College faculty and secondary school teachers engage students in an interdisciplinary and hands-on curriculum in computer programs on three college campuses. CPEP also provides financial support for some of its students to attend programs on other campuses or facilities.

EASTERN CONNECTICUT STATE UNIVERSITY & NEW LONDON PUBLIC SCHOOLS
ConnCAP

Service/Target Area: New London

This ConnCAP partnership between Eastern and the New London Public School district was launched during the 1994-95 school year with funding from the Department of Higher Education. The goal of this initiative is to "enhance the motivation and skills of participants to enable them to enter and complete a postsecondary education program." This initiative submitted a multi-year Upward Bound proposal to the U.S. Department of Education to expand the number of students serviced.

Student development activities to be implemented during 1995-96 for eighty students at a New London high school and a middle school include:

Summer Program - residential program on campus, academic and personal counseling, courses, tutorials, diagnostic testing, cultural enrichment and mentoring

Academic Year Program - personal, academic and career counseling, tutorials, mentoring, parental involvement, cultural enrichment and motivational activities

NORWALK COMMUNITY-TECHNICAL COLLEGE
ConnCAP/UPWARD BOUND PROJECT

Service Area: Norwalk and Stamford

A ConnCAP grant was jointly awarded to Norwalk Community College and Norwalk State Technical College in 1987 to service public school students from Norwalk. Subsequently, these institutions were merged and received funding from the U.S. Department of Education for an Upward Bound Project. This afforded what became known as the Norwalk community-Technical College ConnCAP/Upward Bound Program to double the number of students serviced and to service students from Stamford.

Student development activities to be implemented during 1995-96 for one hundred and ten students from four target high schools include:

Summer Component - an instructional, counseling and tutorial program with a particular emphasis upon the development of composition skills, research skills, critical thinking, public speaking, the scientific method and computer technology

Academic Year - homework assistance, academic reinforcements, basic skill-building courses, critical thinking, SAT prep, personal, social and academic counseling and college courses for select students

TRINITY COLLEGE ConnCAP/UPWARD BOUND PROJECT

Service/Target Area: Bloomfield and Hartford

Trinity College has operated an Upward Bound Project since 1973. Its funding by the Department of Higher Education under the ConnCAP allowed this initiative to provide its services to more students. The college recognizes "a continued need for services which will prepare targeted youth for success in completing high school and post-secondary institutions."

Student development activities to be implemented during 1995-96 for one hundred and thirty-five students at four target high schools include:

Summer Component - an intensive residential, instructional and counseling program, academic assessments, motivational activities, tutorials, field trips, cultural workshops and College/Career Seminar

Academic Year Component - weekly tutorial and academic advisement sessions, Saturday Seminar, individual and group counseling, college application/admission process and college tours, community service, parental empowerment and involvement, and extra-curricular activities

UNIVERSITY OF CONNECTICUT HEALTH CENTER
PRECOLLEGE/COLLEGE ENRICHMENT PROGRAM

Service/Target Area: The State of Connecticut

The Precollege/College Enrichment Program is "designed to: (1) identify, recruit and select individuals from disadvantaged backgrounds for education in medicine and dental medicine; (2) expand the academic abilities and otherwise prepare student participants during their preprofessional training such that they may subsequently complete the regular course of education in a medical or dental school." Eligible participants include high school juniors and seniors, and college pre- and post-freshmen who have indicated an interest in medicine or dentistry.

Student development activities to be implemented during 1995-96 for twenty students at the precollege or college level include:

Summer Program - a six week program of preprofessional training to develop scientific, mathematical, communications, problem solving and test-taking skills. Students in the Precollege and College sections will be provided with 27 hours of formal lectures, laboratory and directed study in an appropriate course of study.

WESLEYAN UNIVERSITY ConnCAP/UPWARD BOUND

Service/Target Area: Meriden, Middletown and Portland

Wesleyan University has continuously operated an Upward Bound Project since 1966, to "generate in our program participants the skills and motivation necessary to persist in completing a program of secondary education and enter and complete a program of postsecondary education." ConnCAP funding affords this initiative the opportunity to service an additional thirty-five students.

Additionally, the university in collaboration with the Middletown Public Schools district, has launched EXCEL - a pre-ConnCAP program for seventh and eighth graders.

Student development activities to be implemented during 1995-96 for one hundred and thirty-five high school students include:

Outdoor Education - a wilderness school program designed to increase efficacy, raise self-esteem, and in short, to ignite motivation

Summer Program - diagnosis of academic strengths and weaknesses; preview, remedial and enrichment courses reflective of a high school curriculum; cultural enrichment and life skills; study skills and counseling

Academic Year Program - tutoring, writing workshop, SAT Prep and postsecondary counseling, remedial reading, public speaking, career counseling, teacher-advisor support system

TEN YEARS OF THE
BOARD OF GOVERNORS'
STRATEGIC PLAN TO ENSURE
RACIAL AND ETHNIC DIVERSITY
IN CONNECTICUT PUBLIC HIGHER EDUCATION

1985 - 1995

APPENDIX B

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STATE OF CONNECTICUT

Department of Higher Education

Affirmative Action Council Roster

Mr. Kenneth Armstrong	1985-	Affirmative Action Officer Board of Trustees Community-Technical Colleges
Ms. Thomasina Clemons	1985-1994	Director, Office for Affirmative Action Programs University of Connecticut
Ms. Irene Conlon	1994-	Director, Office for Affirmative Action Programs University of Connecticut
Ms. Helen Giliberto	1985-	Affirmative Action Officer Dean of Finance Charter Oak State College
Ernest Marquez, Esq.	1985-	Affirmative Action Officer/ Asst. Vice President for Personnel Connecticut State University
Dr. Archie B. Savage, Jr.	1985-	Director, Office of Diversity and Affirmative Action Programs University of Connecticut Health Center

4/95

TABLE 1B.1
COMPARATIVE ENROLLMENT
OF ALL MINORITIES IN
CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION
FALL 1984 & FALL 1994

INSTITUTIONAL UNIT/ Minority/Subgroup	Fall 1984-1985 NUMBER	Fall 1984-1985 PERCENT	Fall 1994-1995 NUMBER	Fall 1994-1995 PERCENT	CHANGE NUMBER	CHANGE PERCENT
UNIVERSITY OF CONNECTICUT SYSTEM						
Blacks	714	3.0	945	4.1	+231	+36.7
Hispanics	435	1.9	818	3.6	+383	+89.5
Asian Americans	461	2.0	1,063	4.6	+602	+130.0
Native Americans	44	0.2	75	0.3	+31	+50.0
All Minorities	**1,654**	**7.0**	**2,901**	**12.6**	**+1,247**	**+80.0**
CONNECTICUT STATE UNIVERSITY SYSTEM						
Blacks	1,091	3.2	2,012	6.0	+921	+87.5
Hispanics	411	1.2	1,161	3.4	+750	+183.3
Asian Americans	258	0.8	579	1.7	+321	+112.5
Native Americans	182	0.5	102	0.3	-80	-40.0
All Minorities	**1,942**	**5.8**	**3,854**	**11.4**	**+1,912**	**+96.6**
COMMUNITY-TECHNICAL COLLEGE SYSTEM*						
Blacks	3,343	7.9	5,318	11.9	+1,975	+50.6
Hispanics	1,309	3.1	3,369	7.6	+2,060	+145.2
Asian Americans	450	1.1	998	2.2	+548	+100.0
Native Americans	126	0.3	153	0.3	+27	0.0
All Minorities	**5,228**	**12.3**	**9,838**	**22.1**	**+4,610**	**+79.7**
ALL INSTITUTIONS						
Blacks	5,148	5.2	8,275	8.2	+3,127	+57.7
Hispanics	2,155	2.2	5,348	5.3	+3,193	+140.9
Asian Americans	1,169	1.2	2,640	2.6	+1,471	+116.7
Native Americans	352	0.4	330	0.3	-22	-25.0
All Minorities	**8,824**	**8.9**	**16,593**	**16.4**	**+7,769**	**+84.3**

NOTES: * were separate systems in '84
all percents are rounded to nearest tenth
Change Number = 1994-1995 Number - 1984-1985 Number
Change Percent = (1994-1995 Percent - 1984-1985 Percent) / 1984-1985 Percent

TABLE 1B.2
RECENT TRENDS IN THE ENROLLMENT OF ALL MINORITIES IN CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION FALL 1993 & FALL 1994

INSTITUTIONAL UNIT/ Minority/Subgroup	Fall 1993-1994 NUMBER	Fall 1993-1994 PERCENT	Fall 1994-1995 NUMBER	Fall 1994-1995 PERCENT	CHANGE NUMBER	CHANGE PERCENT
UNIVERSITY OF CONNECTICUT SYSTEM						
Blacks	867	3.7	945	4.1	+78	+10.8
Hispanics	789	3.3	818	3.6	+29	+9.1
Asian Americans	1,023	4.3	1,063	4.6	+40	+7.0
Native Americans	64	0.3	75	0.3	+11	0.0
All Minorities	**2,743**	**11.6**	**2,901**	**12.6**	**+158**	**+8.6**
CONNECTICUT STATE UNIVERSITY SYSTEM						
Blacks	2,040	5.8	2,012	6.0	-28	+3.4
Hispanics	1,064	3.0	1,161	3.4	+97	+13.3
Asian Americans	605	1.7	579	1.7	-26	0.0
Native Americans	91	0.3	102	0.3	+11	0.0
All Minorities	**3,800**	**10.8**	**3,854**	**11.4**	**+54**	**+5.6**
COMMUNITY-TECHNICAL COLLEGE SYSTEM						
Blacks	5,007	11.0	5,318	11.9	+311	+8.2
Hispanics	3,043	6.7	3,369	7.6	+326	+13.4
Asian Americans	898	2.0	998	2.2	+100	0.0
Native Americans	146	0.3	153	0.3	+7	0.0
All Minorities	**9,094**	**20.0**	**9,838**	**22.1**	**+744**	**+10.5**
ALL INSTITUTIONS						
Blacks	7,914	7.6	8,275	8.2	+361	+7.9
Hispanics	4,896	4.7	5,348	5.3	+452	+12.8
Asian Americans	2,526	2.4	2,640	2.6	+114	+8.3
Native Americans	301	0.3	330	0.3	+29	0.0
All Minorities	**15,637**	**15.0**	**16,593**	**16.4**	**+956**	**+9.3**

NOTES: all percents are rounded to nearest tenth
Change Number = 1994-1995 Number - 1993-1994 Number
Change Percent = (1994-1995 Percent - 1993-1994 Percent) / 1993-1994 Percent

TABLE 2B.1
COMPARISONS OF DEGREES CONFERRED TO MINORITIES BY CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION: BY INSTITUTIONAL UNIT AND MINORITY SUBGROUPS BETWEEN 1984-1985 AND 1993-1994

UNIT/ SUBGROUP	1984-1985 NUMBER	1984-1985 PERCENT	1993-1994 NUMBER	1993-1994 PERCENT	CHANGE NUMBER	CHANGE PERCENT
UNIVERSITY OF CONNECTICUT SYSTEM						
Blacks	86	1.9	155	3.2	+69	+68.4
Hispanics	72	1.6	141	2.9	+69	+81.3
Asian Americans	69	1.5	171	3.5	+102	+133.3
Native Americans	4	0.1	11	0.2	+7	+100.0
All Minorities	**231**	**5.1**	**478**	**9.7**	**+247**	**+90.2**
CONNECTICUT STATE UNIVERSITY SYSTEM						
Blacks	127	2.6	219	4.0	+92	+53.8
Hispanics	57	1.2	106	1.9	+49	+58.3
Asian Americans	32	0.7	74	1.3	+42	+85.7
Native Americans	23	0.5	22	0.4	-1	-20.0
All Minorities	**239**	**5.0**	**421**	**7.6**	**+182**	**+52.0**
COMMUNITY-TECHNICAL COLLEGE SYSTEM*						
Blacks	235	5.4	298	7.2	+63	+33.3
Hispanics	96	2.2	169	4.1	+73	+86.4
Asian Americans	67	1.5	87	2.1	+20	+40.0
Native Americans	10	0.2	9	0.2	-1	0.0
All Minorities	**408**	**9.3**	**563**	**13.5**	**+155**	**+45.2**
ALL INSTITUTIONS						
Blacks	448	3.3	672	4.6	+224	+39.4
Hispanics	225	1.6	416	2.8	+191	+75.0
Asian Americans	168	1.2	332	2.2	+164	+45.5
Native Americans	37	0.3	42	0.3	+5	0.0
All Minorities	**878**	**6.4**	**1,462**	**10.0**	**+584**	**+56.3**

NOTES: * were separate systems in 1984-85
all percents are rounded to nearest tenth
Change Number = 1993-94 Number - 1984-85 Number
Change Percent = (1993-94 Percent - 1984-85 Percent) / 1984-85 Percent

TABLE 2B.2 - Part 1
COMPARISONS OF DEGREES CONFERRED TO MINORITIES BY CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION: BY SUBGROUP, INSTITUTIONAL UNIT AND LEVEL BETWEEN 1984-1985 AND 1993-1994

SUBGROUP UNIT/ DEGREE LEVEL	1984-1985 NUMBER	1984-1985 PERCENT	1993-1994 NUMBER	1993-1994 PERCENT	CHANGE NUMBER	CHANGE PERCENT
BLACKS						
UCONN						
Bachelor's	52	1.8	93	3.0	+41	+66.7
Master's	17	1.6	47	3.6	+30	+125.0
Doctoral	2	1.1	4	1.6	+2	+45.5
First Professional	15	4.7	11	3.6	-4	-23.4
Sub-total	86	1.9	155	3.2	+69	+68.4
CSU*						
Associate	0	0.0	1	3.2	+1	NC
Bachelor's	106	3.0	176	4.4	+70	+46.7
Master's	21	1.7	42	2.8	+21	+64.7
Sub-total	127	2.6	219	4.0	+92	+53.8
CTC						
Associate	235	5.4	298	7.2	+63	+33.3
SUBGROUP TOTAL	**448**	**3.3**	**672**	**4.6**	**+224**	**+39.4**
HISPANICS						
UCONN						
Bachelor's	33	1.1	77	2.5	+44	+127.3
Master's	29	2.7	41	3.2	+12	+18.5
Doctoral	6	3.3	6	2.4	0	-27.3
First Professional	4	1.2	17	5.6	+13	+366.7
Sub-total	72	1.6	141	2.9	+69	+81.3
CSU*						
Associate	0	0.0	0	0.0	0	0.0
Bachelor's	47	1.3	83	2.1	+36	+61.5
Master's	10	0.8	23	1.6	+13	+100.0
Sub-total	57	1.2	106	1.9	+49	+58.3
CTC						
Associate	96	2.2	169	4.1	+73	+86.4
SUBGROUP TOTAL	**225**	**1.6**	**416**	**2.8**	**+191**	**+75.0**

TABLE 2B.2 - Part 2
COMPARISONS OF DEGREES CONFERRED TO MINORITIES BY CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION: BY SUBGROUP, INSTITUTIONAL UNIT AND LEVEL BETWEEN 1984-1985 AND 1993-1994

SUBGROUP UNIT/ DEGREE LEVEL	1984-1985 NUMBER	1984-1985 PERCENT	1993-1994 NUMBER	1993-1994 PERCENT	CHANGE NUMBER	CHANGE PERCENT
ASIAN AMERICANS						
UCONN						
Bachelor's	35	1.1	112	3.6	+77	+227.3
Master's	20	1.9	25	1.9	+5	0.0
Doctoral	11	6.1	19	7.7	+8	+26.2
First Professional	3	0.9	15	5.0	+12	+455.6
Sub-total	69	1.5	171	3.5	+102	+133.3
CSU*						
Associate	2	3.9	1	3.2	-1	-17.9
Bachelor's	23	0.6	54	1.3	+31	+116.7
Master's	7	0.6	11	0.7	+4	+16.7
Sub-total	32	0.7	66	1.2	+34	+71.4
CTC						
Associate	67	1.5	87	2.1	+20	+40.0
SUBGROUP TOTAL	**168**	**1.2**	**324**	**2.2**	**+156**	**+83.3**
NATIVE AMERICANS						
UCONN						
Bachelor's	2	0.1	8	0.3	+6	+200.0
Master's	2	0.2	3	0.2	+1	0.0
Doctoral	0	0.0	0	0.0	0	0.0
First Professional	0	0.0	0	0.0	0	0.0
Sub-total	4	0.1	11	0.2	+7	+100.0
CSU*						
Associate	1	2.0	0	0.0	-1	-100.0
Bachelor's	21	0.6	21	0.5	0	-16.7
Master's	1	0.1	1	0.1	0	0.0
Sub-total	23	0.5	22	0.4	-1	-20.0
CTC						
Associate	10	0.2	9	0.2	-1	0.0
SUBGROUP TOTAL	**37**	**0.3**	**42**	**0.3**	**+5**	**0.0**

TABLE 2B.2 - Part 3
COMPARISONS OF DEGREES CONFERRED TO MINORITIES BY CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION: BY SUBGROUP, INSTITUTIONAL UNIT AND LEVEL BETWEEN 1984-1985 AND 1993-1994

SUBGROUP UNIT/ DEGREE LEVEL	1984-1985 NUMBER	1984-1985 PERCENT	1993-1994 NUMBER	1993-1994 PERCENT	CHANGE NUMBER	CHANGE PERCENT
ALL MINORITIES						
UCONN						
Bachelor's	122	4.2	290	9.4	+168	+123.8
Master's	68	6.4	116	9.0	+48	+40.6
Doctoral	19	10.5	29	11.8	+10	+12.4
First Professional	22	6.9	43	14.2	+21	+105.8
Sub-total	231	5.1	478	9.7	+247	+90.2
CSU*						
Associate	3	5.9	2	6.5	-1	+10.2
Bachelor's	197	5.5	334	8.3	+137	+50.9
Master's	39	3.2	85	5.8	+46	+81.3
Sub-total	239	4.9	421	7.6	+182	+55.1
CTC						
Associate	408	9.3	563	13.5	+155	+45.2
GRAND TOTAL	**878**	**6.4**	**1,462**	**10.0**	**+584**	**+56.3**

NOTES: * were separate systems in 1984-85
all percents are rounded to nearest tenth
Change Number = 1993-94 Number - 1984-85 Number
Change Percent = (1993-94 Percent - 1984-85 Percent) / 1984-85 Percent

TABLE 2B.3
COMPARISONS OF DEGREES CONFERRED TO MINORITIES
BY CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION:
BY LEVEL
1984-1985 AND 1993-1994

	1984-1985		1993-1994		CHANGE	
DEGREE LEVEL	**NUMBER**	**PERCENT**	**NUMBER**	**PERCENT**	**NUMBER**	**PERCENT**
Associate	411	9.3	565	13.5	+154	+45.2
Bachelor's	319	4.9	624	8.8	+305	+79.6
Master's	107	4.7	201	7.3	+94	+55.3
Doctoral	19	10.5	29	11.8	+10	+12.4
First Professional	22	6.9	43	14.2	+21	+105.8
GRAND TOTAL	**878**	**6.4**	**1,462**	**10.0**	**+584**	**+56.3**

NOTES: all percents are rounded to nearest tenth
Change Number = 1993-94 Number - 1984-85 Number
Change Percent = (1993-94 Percent - 1984-85 Percent) / 1984-85 Percent

TABLE 2B.4
YEAR-TO-YEAR TRENDS IN THE NUMBER OF DEGREES CONFERRED TO MINORITIES BY CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION: BY INSTITUTIONAL UNIT AND MINORITY SUBGROUPS BETWEEN 1992-1993 AND 1993-1994

UNIT/ SUBGROUP	1992-1993 NUMBER	1992-1993 PERCENT	1993-1994 NUMBER	1993-1994 PERCENT	CHANGE NUMBER	CHANGE PERCENT
UNIVERSITY OF CONNECTICUT SYSTEM						
Blacks	152	3.1	155	3.2	+3	+3.2
Hispanics	134	2.7	141	2.9	+7	+7.4
Asian Americans	130	2.7	171	3.5	+41	+29.6
Native Americans	13	0.3	11	0.2	-2	-33.3
All Minorities	**429**	**8.8**	**478**	**9.7**	**+49**	**+10.2**
CONNECTICUT STATE UNIVERSITY SYSTEM						
Blacks	205	3.3	219	4.0	+14	+21.2
Hispanics	108	1.7	106	1.9	-2	+11.8
Asian Americans	71	1.2	74	1.3	+3	+8.3
Native Americans	20	0.3	22	0.4	+2	+33.3
All Minorities	**404**	**6.5**	**421**	**7.6**	**+17**	**+16.9**
COMMUNITY-TECHNICAL COLLEGE SYSTEM						
Blacks	294	7.2	298	7.2	+4	0.0
Hispanics	143	3.5	169	4.1	+26	+17.1
Asian Americans	50	1.2	87	2.1	+37	+75.0
Native Americans	2	0.0	9	0.2	+7	+499.0
All Minorities	**489**	**12.0**	**563**	**13.5**	**+74**	**+12.5**
ALL INSTITUTIONS						
Blacks	651	4.3	672	4.6	+21	+7.0
Hispanics	385	2.5	416	2.8	+31	+12.0
Asian Americans	251	1.7	332	2.3	+81	+35.3
Native Americans	35	0.2	42	0.3	+7	+50.0
Other Minorities	286	1.9	374	2.6	+88	+36.8
All Minorities	**1,322**	**8.7**	**1,462**	**10.0**	**+140**	**+14.9**

NOTES: all percents are rounded to nearest tenth
Change Number = 1993-94 Number - 1992-93 Number
Change Percent = (1993-94 Percent - 1992-93 Percent) / 1992-93 Percent

TABLE 2B.5 - Part 1
YEAR-TO-YEAR TRENDS IN THE NUMBER OF DEGREES CONFERRED TO MINORITIES BY CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION: BY SUBGROUP, INSTITUTIONAL UNIT AND LEVEL BETWEEN 1992-1993 AND 1993-1994

SUBGROUP UNIT/ DEGREE LEVEL	1992-1993 NUMBER	1992-1993 PERCENT	1993-1994 NUMBER	1993-1994 PERCENT	CHANGE NUMBER	CHANGE PERCENT
BLACKS						
UCONN						
Bachelor's	106	3.3	93	3.0	-13	-9.1
Master's	21	1.8	47	3.6	+26	+50.0
Doctoral	3	1.4	4	1.6	+1	+14.3
First Professional	22	7.8	11	3.6	-11	-53.8
Sub-total	152	3.1	155	3.2	+3	+3.2
CSU						
Associate	1	2.9	1	3.2	0	+10.3
Bachelor's	165	3.6	176	4.4	+10	+22.2
Master's	39	2.5	42	2.8	+3	+12.0
Sub-total	205	3.3	219	4.0	+14	+21.2
CTC						
Associate	294	7.2	298	7.2	+4	0.0
SUBGROUP TOTAL	**651**	**4.3**	**672**	**4.6**	**+21**	**+7.0**
HISPANICS						
UCONN						
Bachelor's	82	2.5	77	2.5	-5	0.0
Master's	38	3.3	41	3.2	+3	-3.0
Doctoral	4	1.9	6	2.4	+2	+26.3
First Professional	10	3.5	17	5.6	+7	+60.0
Sub-total	134	2.7	141	2.9	+7	+7.4
CSU						
Associate	2	5.9	0	0.0	-2	-100.0
Bachelor's	87	1.9	83	2.1	-4	+10.5
Master's	19	1.2	23	1.6	+4	+33.3
Sub-total	108	1.7	106	1.9	-2	+11.8
CTC						
Associate	143	3.5	169	4.1	+26	+17.1
SUBGROUP TOTAL	**385**	**2.5**	**416**	**2.8**	**+31**	**+12.0**

TABLE 2B.5 - Part 2
YEAR-TO-YEAR TRENDS IN THE NUMBER OF DEGREES CONFERRED TO MINORITIES BY CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION: BY SUBGROUP, INSTITUTIONAL UNIT AND LEVEL BETWEEN 1992-1993 AND 1993-1994

SUBGROUP / UNIT / DEGREE LEVEL	1992-1993 NUMBER	1992-1993 PERCENT	1993-1994 NUMBER	1993-1994 PERCENT	CHANGE NUMBER	CHANGE PERCENT
ASIAN AMERICANS						
UCONN						
Bachelor's	103	3.2	112	3.6	+9	+12.5
Master's	14	1.2	25	1.9	+11	+58.3
Doctoral	7	3.2	19	7.7	+12	+140.6
First Professional	6	2.1	15	5.0	+9	+138.1
Sub-total	130	2.7	171	3.5	+41	+29.6
CSU						
Associate	1	2.9	1	3.2	0	+10.3
Bachelor's	53	1.2	54	1.3	+1	+8.3
Master's	17	1.1	19	1.3	+2	+18.2
Sub-total	71	1.2	74	1.3	+3	+8.3
CTC						
Associate	50	1.2	87	2.1	+37	+75.0
SUBGROUP TOTAL	**251**	**1.7**	**332**	**2.3**	**+81**	**+35.3**
NATIVE AMERICANS						
UCONN						
Bachelor's	10	0.3	8	0.3	-2	0.0
Master's	2	0.2	3	0.2	+1	0.0
Doctoral	0	0.0	0	0.0	0	0.0
First Professional	1	0.4	0	0.0	-1	-100.0
Sub-total	13	0.3	11	0.2	-2	-33.3
CSU						
Associate	0	0.0	0	0.0	0	0.0
Bachelor's	19	0.4	21	0.5	+2	+25.0
Master's	1	0.1	1	0.1	0	0.0
Sub-total	20	0.3	22	0.4	+2	+33.3
CTC						
Associate	2	0.0	9	0.2	+7	+499.0
SUBGROUP TOTAL	**35**	**0.2**	**42**	**0.3**	**+7**	**+50.0**

TABLE 2B.5 - Part 3
YEAR-TO-YEAR TRENDS IN THE NUMBER OF DEGREES CONFERRED TO MINORITIES BY CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION: BY SUBGROUP, INSTITUTIONAL UNIT AND LEVEL BETWEEN 1992-1993 AND 1993-1994

SUBGROUP UNIT/ DEGREE LEVEL	1992-1993 NUMBER	1992-1993 PERCENT	1993-1994 NUMBER	1993-1994 PERCENT	CHANGE NUMBER	CHANGE PERCENT
ALL MINORITIES						
UCONN						
Bachelor's	301	9.3	290	9.4	-11	+1.1
Master's	75	6.5	116	7.9	+41	+21.5
Doctoral	14	6.5	29	11.8	+15	+81.5
First Professional	39	13.8	43	14.2	+4	+2.9
Sub-total	429	8.8	478	9.7	+49	+10.2
CSU						
Associate	4	11.8	2	6.5	-2	-44.9
Bachelor's	324	7.1	334	8.3	+10	+16.9
Master's	76	4.9	85	5.8	+9	+18.4
Sub-total	404	6.5	421	7.6	+17	+16.9
CTC						
Associate	489	12.0	563	13.5	+74	+12.5
GRAND TOTAL	**1,322**	**8.7**	**1,462**	**10.0**	**+140**	**+14.9**

NOTES: all percents are rounded to nearest tenth
Change Number = 1993-94 Number - 1992-93 Number
Change Percent = (1993-94 Percent - 1992-93 Percent) / 1992-93 Percent

TABLE 2B.6
YEAR-TO-YEAR TRENDS IN THE NUMBER OF DEGREES CONFERRED TO MINORITIES BY CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION: BY LEVEL
1992-1993 AND 1993-1994

	1992-1993		1993-1994		CHANGE	
DEGREE LEVEL	**NUMBER**	**PERCENT**	**NUMBER**	**PERCENT**	**NUMBER**	**PERCENT**
Associate	493	12.0	565	13.5	+72	+12.5
Bachelor's	625	8.0	624	8.8	-1	+10.0
Master's	151	5.6	201	7.3	+50	+30.4
Doctoral	14	6.5	29	11.8	+15	+81.5
First Professional	39	13.8	43	14.2	+4	+2.9
GRAND TOTAL	**1,322**	**8.7**	**1,462**	**10.0**	**+140**	**+14.9**

NOTES: all percents are rounded to nearest tenth
Change Number = 1993-94 Number - 1992-93 Number
Change Percent = (1993-94 Percent - 1992-93 Percent) / 1992-93 Percent

TEN YEARS OF THE BOARD OF GOVERNORS' STRATEGIC PLAN TO ENSURE RACIAL AND ETHNIC DIVERSITY IN CONNECTICUT PUBLIC HIGHER EDUCATION

1985 - 1995

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TABLE 2C.1
BLACK AND HISPANIC REPRESENTATION
AMONG THE FULL TIME
PROFESSIONAL WORKFORCE STAFF GROUPS
IN ALL
CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION

	Officials/Administrators			Faculty/Professional Staff			Technicians/Paraprofessionals			Professional Workforce		
	Sub-	Black & Hispanic		Sub-	Black & Hispanic		Sub-	Black & Hispanic		Sub-	Black & Hispanic	
Year	Total	Number	Percent	Total	Number	Percent	Total	Number	Percent	Total	Number	Percent
1989	704	77	10.9	6,702	448	6.7	395	85	21.5	7,801	610	7.8
1990	652	69	10.6	7,060	472	6.7	382	75	19.6	8,094	616	7.6
1991	651	68	10.4	6,887	455	6.6	393	76	19.3	7,931	599	7.6
1992	639	56	8.8	6,838	464	5.8	380	78	20.5	7,857	598	7.6
1993	633	56	8.8	6,774	473	7.0	339	70	20.6	7,746	599	7.7
1994	587	55	9.4	6,636	494	7.4	374	72	19.3	7,597	621	8.2

NOTES:

1. as of December 31st each year
2. all percents are rounded to nearest tenth

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TABLE 2C.2
OTHER MINORITY REPRESENTATION
AMONG THE FULL TIME
PROFESSIONAL WORKFORCE STAFF GROUPS
IN ALL
CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION

	Officials/Administrators			Faculty/Professional Staff			Technicians/Paraprofessionals			Professional Workforce		
	Sub-	Other Minorities		Sub-	Other Minorities		Sub-	Other Minorities		Sub-	Other Minorities	
Year	Total	Number	Percent	Total	Number	Percent	Total	Number	Percent	Total	Number	Percent
1989	704	9	1.3	6,702	288	4.3	395	4	1.0	7,801	301	3.9
1990	652	5	0.7	7,060	369	5.2	382	1	0.3	8,094	375	4.6
1991	651	9	1.4	6,887	365	5.3	393	4	1.0	7,931	378	4.8
1992	639	6	0.9	6,838	352	5.1	380	3	0.8	7,857	361	4.6
1993	633	4	0.6	6,774	348	5.1	339	6	1.8	7,746	358	4.6
1994	587	5	0.9	6,636	328	4.9	374	7	1.9	7,597	340	4.5

NOTES:

1. as of December 31st each year
2. all percents are rounded to nearest tenth

TABLE 2C.3
MINORITY REPRESENTATION
AMONG THE FULL TIME
PROFESSIONAL WORKFORCE STAFF GROUPS
IN ALL
CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION

	Officials/Administrators			Faculty/Professional Staff			Technicians/Paraprofessionals			Professional Workforce		
	Sub-	All Minorities		Sub-	All Minorities		Sub-	All Minorities		Sub-	All Minorities	
Year	Total	Number	Percent	Total	Number	Percent	Total	Number	Percent	Total	Number	Percent
1989	704	86	12.2	6,702	736	11.0	395	89	22.5	7,801	911	11.7
1990	652	74	11.3	7,060	841	11.9	382	76	19.9	8,094	991	12.2
1991	651	77	11.8	6,887	820	11.9	393	80	20.4	7,931	977	12.3
1992	639	62	9.7	6,838	816	11.9	380	81	21.3	7,857	959	12.2
1993	633	60	9.5	6,774	821	12.1	339	76	22.4	7,746	957	12.4
1994	587	60	10.2	6,636	822	12.4	374	79	21.1	7,597	961	12.6

NOTES:

1. as of December 31st each year
2. all percents are rounded to nearest tenth

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COMPARATIVE EMPLOYMENT OF ALL MINORITIES
AT
CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION

TABLE 2C.4A OFFICIALS/ADMINISTRATORS

	1983		1994		CHANGE	
INSTITUTION	**NUMBER**	**PERCENT**	**NUMBER**	**PERCENT**	**NUMBER**	**PERCENT**
Univ. of Conn	9	8.4	15	11.3	+6	+34.5
UCONN Health Center	10	9.9	7	4.0	-3	-59.6
sub-total	19	9.1	22	7.1	+3	-22.0
Central State Univ.	6	7.6	5	10.4	-1	+36.8
Eastern State Univ.	1	3.8	6	20.7	+5	+444.7
Southern State Univ.	2	5.9	4	16.7	+2	+439.5
Western State Univ.	2	4.4	4	13.3	+2	+202.3
sub-total	11	6.0	19	14.5	+8	+141.7
Asnuntuck CTC	0	0.0	0	0.0	0	0.0
Capital CTC*	1	5.3	2	18.2	+1	+243.4
Gateway CTC*	6	20.0	2	16.7	-4	-16.5
Housatonic CTC	2	11.8	0	0.0	-2	-100.0
Manchester CTC	1	3.7	4	22.2	+3	+500.0
Middlesex CTC	0	0.0	3	33.3	+3	
Naugatuck Valley CTC*	1	3.4	1	4.5	0	+32.4
Northwestern Conn. CTC	0	0.0	1	10.0	+1	
Norwalk CTC*	1	5.9	3	18.8	+2	+218.6
Quinebaug Valley CTC	0	0.0	0	0.0	0	0.0
Three Rivers CTC*	3	15.0	2	12.5	-1	-16.7
Tunxis CTC	1	7.7	1	10.0	0	+29.9
sub-total	16	7.5	19	12.9	+3	+72.0
GRAND TOTAL	**46**	**7.6**	**60**	**10.2**	**+14**	**+34.2**

NOTES: *merged institutions since 1983
all percents are rounded to nearest tenth
Change Number = 1994 Number - 1983 Number
Change Percent = (1994 Percent - 1983 Percent) / 1983 Percent

COMPARATIVE EMPLOYMENT OF ALL MINORITIES
AT
CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION

TABLE 2C.4B FACULTY & PROFESSIONAL STAFF MEMBERS

	1983		1994		CHANGE	
INSTITUTION	**NUMBER**	**PERCENT**	**NUMBER**	**PERCENT**	**NUMBER**	**PERCENT**
Univ. of Conn	156	7.2	282	12.6	+126	+75.0
UCONN Health Center	98	6.5	172	9.8	+74	+50.8
sub-total	254	6.9	454	11.4	+200	+65.2
Central State Univ.	22	5.1	76	14.3	+54	+180.4
Eastern State Univ.	12	7.6	43	20.7	+31	+172.4
Southern State Univ.	28	6.0	63	12.2	+35	+103.3
Western State Univ.	11	5.2	28	11.1	+17	+113.5
sub-total	73	5.7	210	13.9	+137	+143.9
Asnuntuck CTC	1	3.3	6	12.5	+5	+278.8
Capital CTC*	7	5.6	18	15.4	+11	+175.0
Gateway CTC*	20	20.6	26	20.3	+6	-1.5
Housatonic CTC	6	9.2	10	14.7	+4	+59.8
Manchester CTC	7	6.1	21	15.7	+14	+157.4
Middlesex CTC	3	5.5	15	19.5	+12	+254.5
Naugatuck Valley CTC*	4	2.8	11	6.9	+7	+146.4
Northwestern Conn. CTC	1	1.9	5	7.9	+4	+315.8
Norwalk CTC*	14	11.2	23	18.0	+9	+60.7
Quinebaug Valley CTC	1	5.6	7	18.4	+6	+228.6
Three Rivers CTC*	2	2.5	12	11.7	+10	+368.0
Tunxis CTC	1	1.9	4	5.4	+3	+184.2
sub-total	67	7.0	158	13.9	+91	+98.6
GRAND TOTAL	**394**	**6.7**	**822**	**12.4**	**+428**	**+85.1**

NOTES: *merged institutions since 1983
all percents are rounded to nearest tenth
Change Number = 1994 Number - 1983 Number
Change Percent = (1994 Percent - 1983 Percent) / 1983 Percent

COMPARATIVE EMPLOYMENT OF ALL MINORITIES
AT
CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION

TABLE 2C.4C TECHNICIANS/PARAPROFESSIONALS

	1983		1994		CHANGE	
INSTITUTION	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Univ. of Conn	12	15.0	8	9.5	-4	-36.7
UCONN Health Center	57	33.1	42	31.1	-15	-6.0
sub-total	69	27.4	50	22.8	-19	-16.8
Central State Univ.	1	2.1	0	0.0	-1	-100.0
Eastern State Univ.	0	0.0	0	0.0	0	0.0
Southern State Univ.	3	11.1	4	19.0	+1	+71.2
Western State Univ.	1	20.0	1	12.5	0	-37.5
sub-total	5	5.4	5	9.4	0	+74.1
Asnuntuck CTC	0	0.0	-	-	-	-
Capital CTC*	1	20.0	5	62.5	+4	+212.5
Gateway CTC*	0	0.0	2	20.0	+2	
Housatonic CTC	1	12.5	1	16.7	0	+33.6
Manchester CTC	0	0.0	1	6.3	+1	
Middlesex CTC	0	0.0	1	33.3	+1	
Naugatuck Valley CTC*	0	0.0	0	0.0	0	0.0
Northwestern Conn. CTC	-	-	0	0.0	0	NA
Norwalk CTC*	2	15.4	9	32.1	+7	+108.4
Quinebaug Valley CTC	0	0.0	1	33.3	+1	
Three Rivers CTC*	2	16.7	4	25.0	+2	+49.7
Tunxis CTC	0	0.0	0	0.0	0	0.0
sub-total	6	10.3	24	23.5	+18	+128.2
GRAND TOTAL	**80**	**19.9**	**79**	**21.1**	**-1**	**+6.0**

NOTES: *merged institutions since 1983
all percents are rounded to nearest tenth
Change Number = 1994 Number - 1983 Number
Change Percent = (1994 Percent - 1983 Percent) / 1983 Percent

COMPARATIVE EMPLOYMENT OF ALL MINORITIES
AT
CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION

TABLE 2C.4D PROFESSIONAL WORKFORCE**

	1983		1994		CHANGE	
INSTITUTION	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Univ. of Conn	177	7.5	305	12.4	+128	+65.3
UCONN Health Center	165	9.3	221	10.7	+56	+15.1
sub-total	342	8.3	526	11.7	+184	+41.0
Central State Univ.	29	5.2	81	13.8	+52	+165.4
Eastern State Univ.	13	6.7	49	19.2	+36	+186.6
Southern State Univ.	33	6.2	71	12.6	+38	+103.2
Western State Univ.	14	5.4	33	11.3	+19	+109.3
sub-total	89	5.8	234	13.8	+145	+137.9
Asnuntuck CTC	1	2.4	6	10.7	+5	+345.8
Capital CTC*	9	6.0	25	18.4	+16	+206.7
Gateway CTC*	26	22.7	30	20.0	+4	-11.9
Housatonic CTC	9	10.0	11	13.4	+2	+34.0
Manchester CTC	8	5.4	26	15.5	+18	+187.0
Middlesex CTC	3	4.2	19	21.3	+16	+407.1
Naugatuck Valley CTC*	5	2.8	12	6.3	+7	+125.0
Northwestern Conn. CTC	1	1.5	6	8.0	+5	+433.3
Norwalk CTC*	17	11.0	35	20.3	+18	+84.5
Quinebaug Valley CTC	1	4.0	8	16.7	+7	+317.5
Three Rivers CTC*	7	6.4	18	13.3	+11	+107.8
Tunxis CTC	2	2.9	5	5.8	+3	+100.0
sub-total	89	7.3	201	14.5	+112	+98.6
GRAND TOTAL	**520**	**7.5**	**961**	**12.6**	**+441**	**+68.0**

NOTES: * merged institutions since 1983

** includes officials/adminsitrators, faculty members, professional staff members, technicians and paraprofessionals

all percents are rounded to nearest tenth

Change Number = 1994 Number - 1983 Number
Change Percent = (1994 Percent - 1983 Percent) / 1983 Percent

COMPARATIVE EMPLOYMENT OF ALL MINORITIES
AT
CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION

TABLE 2C.4E ALL FULL-TIME EMPLOYEES

	1983		1994		CHANGE	
INSTITUTION	**NUMBER**	**PERCENT**	**NUMBER**	**PERCENT**	**NUMBER**	**PERCENT**
Univ. of Conn	236	6.0	495	12.7	+259	+111.7
UCONN Health Center	305	12.7	302	12.2	-3	-3.9
sub-total	541	8.5	797	12.5	+256	+47.1
Central State Univ.	52	6.0	135	15.9	+83	+165.0
Eastern State Univ.	25	7.6	78	23.1	+53	+164.5
Southern State Univ.	87	10.9	152	18.4	+85	+68.8
Western State Univ.	35	8.5	70	16.4	+35	+92.9
sub-total	199	8.2	435	17.5	+236	+113.4
Asnuntuck CTC	1	2.1	6	8.6	+5	+309.5
Capital CTC*	14	7.5	36	21.6	+22	+188.0
Gateway CTC*	32	19.5	40	21.5	+8	+10.3
Housatonic CTC	19	16.0	20	19.4	+1	+21.3
Manchester CTC	11	5.4	40	17.4	+29	+222.2
Middlesex CTC	3	3.3	23	20.0	+20	+506.0
Naugatuck Valley CTC*	6	2.7	26	9.6	+20	+255.5
Northwestern Conn. CTC	2	2.2	7	6.9	+5	+213.6
Norwalk CTC*	23	11.6	57	26.5	+34	+128.4
Quinebaug Valley CTC	1	2.7	8	12.9	+7	+377.8
Three Rivers CTC*	10	6.8	26	15.1	+16	+122.1
Tunxis CTC	2	2.4	9	7.7	+7	+220.8
sub-total	124	7.8	298	16.4	+174	+110.3
GRAND TOTAL	**864**	**8.4**	**1,530**	**14.4**	**+666**	**+71.4**

NOTES: *merged institutions since 1983
all percents are rounded to nearest tenth
Change Number = 1994 Number - 1983 Number
Change Percent = (1994 Percent - 1983 Percent) / 1983 Percent

COMPARATIVE EMPLOYMENT OF BLACKS
AT
CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION

TABLE 2C.5A OFFICIALS/ADMINISTRATORS

	1983		1994		CHANGE	
INSTITUTION	**NUMBER**	**PERCENT**	**NUMBER**	**PERCENT**	**NUMBER**	**PERCENT**
Univ. of Conn	8	7.5	13	9.8	+5	+30.7
UCONN Health Center	10	9.9	6	3.4	-4	-65.7
sub-total	18	8.7	19	6.1	+1	-29.9
Central State Univ.	3	3.8	3	6.3	0	+65.8
Eastern State Univ.	1	3.8	4	13.8	+3	+263.2
Southern State Univ.	1	2.9	3	12.5	+2	+331.0
Western State Univ.	1	2.2	3	10.0	+2	+354.5
sub-total	6	3.3	13	9.9	+7	+200.0
Asnuntuck CTC	0	0.0	0	0.0	0	0.0
Capital CTC*	1	5.3	2	18.2	+1	+243.4
Gateway CTC*	5	16.7	1	8.3	-4	-50.3
Housatonic CTC	1	5.9	0	0.0	-1	-100.0
Manchester CTC	1	3.7	4	22.2	+3	+500.0
Middlesex CTC	0	0.0	1	11.1	+1	
Naugatuck Valley CTC*	0	0.0	1	4.5	+1	
Northwestern Conn. CTC	0	0.0	1	10.0	+1	
Norwalk CTC*	1	5.9	2	12.5	+1	+111.9
Quinebaug Valley CTC	0	0.0	0	0.0	0	0.0
Three Rivers CTC*	1	5.3	1	6.3	0	+18.9
Tunxis CTC	0	0.0	1	10.0	+1	
sub-total	10	5.9	14	9.5	+5	+61.0
GRAND TOTAL	**34**	**5.6**	**46**	**7.8**	**+12**	**+39.3**

NOTES: *merged institutions since 1983
all percents are rounded to nearest tenth
Change Number = 1994 Number - 1983 Number
Change Percent = (1994 Percent - 1983 Percent) / 1983 Percent

COMPARATIVE EMPLOYMENT OF BLACKS
AT
CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION

TABLE 2C.5B FACULTY & PROFESSIONAL STAFF MEMBERS

	1983		1994		CHANGE	
INSTITUTION	**NUMBER**	**PERCENT**	**NUMBER**	**PERCENT**	**NUMBER**	**PERCENT**
Univ. of Conn	65	3.0	98	4.4	+33	+46.7
UCONN Health Center	35	2.3	38	2.2	+3	-4.3
sub-total	100	2.7	136	3.4	+36	+25.9
Central State Univ.	4	0.9	34	6.4	+30	+611.1
Eastern State Univ.	4	2.5	21	10.1	+17	+304.0
Southern State Univ.	8	1.7	34	6.6	+26	+288.2
Western State Univ.	3	1.4	12	4.7	+9	+235.7
sub-total	19	1.5	101	6.7	+82	+346.7
Asnuntuck CTC	0	0.0	4	8.3	+4	
Capital CTC*	4	3.2	12	10.3	+8	+221.9
Gateway CTC*	15	15.5	15	11.7	0	-24.5
Housatonic CTC	5	7.7	7	10.3	+2	+33.8
Manchester CTC	5	4.3	11	8.2	+6	+90.7
Middlesex CTC	1	1.8	3	3.9	+2	+116.7
Naugatuck Valley CTC*	4	2.8	6	3.8	+2	+35.7
Northwestern Conn. CTC	1	1.9	4	6.3	+3	+231.6
Norwalk CTC*	7	5.6	12	9.4	+5	+67.9
Quinebaug Valley CTC	0	0.0	3	7.9	+3	
Three Rivers CTC*	1	1.3	8	7.8	+7	+500.0
Tunxis CTC	1	1.9	1	1.4	0	-26.3
sub-total	44	4.6	86	7.6	+42	+65.2
GRAND TOTAL	**163**	**2.8**	**323**	**4.9**	**+160**	**+75.0**

NOTES: *merged institutions since 1983
all percents are rounded to nearest tenth
Change Number = 1994 Number - 1983 Number
Change Percent = (1994 Percent - 1983 Percent) / 1983 Percent

COMPARATIVE EMPLOYMENT OF BLACKS
AT
CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION

TABLE 2C.5C TECHNICIANS & PARAPROFESSIONALS

INSTITUTION	1983 NUMBER	1983 PERCENT	1994 NUMBER	1994 PERCENT	CHANGE NUMBER	CHANGE PERCENT
Univ. of Conn	9	11.3	6	7.1	-3	-37.2
UCONN Health Center	54	31.4	28	20.7	-26	-34.1
sub-total	63	25.0	34	15.5	-29	-38.0
Central State Univ.	1	2.1	0	0.0	-1	-100.0
Eastern State Univ.	0	0.0	0	0.0	0	0.0
Southern State Univ.	2	7.4	4	19.0	+2	+156.8
Western State Univ.	0	0.0	0	0.0	0	0.0
sub-total	3	3.3	4	7.5	+1	+127.3
Asnuntuck CTC	-	-	-	-	0	0.0
Capital CTC*	1	20.0	2	25.0	+1	+25.0
Gateway CTC*	0	0.0	2	20.0	+2	
Housatonic CTC	1	12.5	1	16.7	0	+33.6
Manchester CTC	0	0.0	1	6.3	+1	
Middlesex CTC	0	0.0	0	0.0	0	0.0
Naugatuck Valley CTC*	0	0.0	0	0.0	0	0.0
Northwestern Conn. CTC	-	-	0	0.0	0	0.0
Norwalk CTC*	2	15.4	7	25.0	+5	+62.3
Quinebaug Valley CTC	0	0.0	0	0.0	0	0.0
Three Rivers CTC*	2	16.7	2	12.5	0	-25.1
Tunxis CTC	0	0.0	0	0.0	0	0.0
sub-total	6	10.3	15	14.7	+9	+42.7
GRAND TOTAL	**72**	**17.9**	**53**	**14.2**	**-19**	**-20.7**

NOTES: *merged institutions since 1983
all percents are rounded to nearest tenth
Change Number = 1994 Number - 1983 Number
Change Percent = (1994 Percent - 1983 Percent) / 1983 Percent

COMPARATIVE EMPLOYMENT OF BLACKS
AT
CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION

TABLE 2C.5D PROFESSIONAL WORKFORCE**

	1983		1994		CHANGE	
INSTITUTION	**NUMBER**	**PERCENT**	**NUMBER**	**PERCENT**	**NUMBER**	**PERCENT**
Univ. of Conn	82	3.5	117	4.8	+35	+37.1
UCONN Health Center	99	5.6	72	3.5	-27	-37.5
sub-total	181	4.4	189	4.2	+8	-4.5
Central State Univ.	8	1.4	37	6.3	+29	+350.0
Eastern State Univ.	5	2.6	25	9.8	+20	+276.9
Southern State Univ.	11	2.1	41	7.3	+30	+247.6
Western State Univ.	4	1.5	15	5.2	+11	+246.7
sub-total	28	1.8	118	7.0	+90	+288.9
Asnuntuck CTC	0	0.0	4	7.1	+4	
Capital CTC*	6	4.0	16	11.8	+10	+195.0
Gateway CTC*	20	15.6	18	12.0	-2	-23.1
Housatonic CTC	7	7.8	8	9.8	+1	+25.6
Manchester CTC	6	4.1	16	9.5	+10	+131.7
Middlesex CTC	1	1.4	4	4.5	+3	+221.4
Naugatuck Valley CTC*	4	2.2	7	3.7	+3	+68.2
Northwestern Conn. CTC	1	1.5	5	6.7	+4	+346.7
Norwalk CTC*	10	6.5	21	12.2	+11	+87.7
Quinebaug Valley CTC	0	0.0	3	5.2	+3	
Three Rivers CTC*	4	3.6	11	8.1	+7	+125.0
Tunxis CTC	1	1.4	2	2.1	+1	+50.0
sub-total	60	4.9	115	8.3	+55	+69.4
GRAND TOTAL	**269**	**3.9**	**422**	**5.6**	**+153**	**+43.6**

NOTES: * merged institutions since 1983

**includes officials/administrators, faculty members, professional staff members, technicians and paraprofessionals

all percents are rounded to nearest tenth
Change Number = 1994 Number - 1983 Number
Change Percent = (1994 Percent - 1983 Percent) / 1983 Percent

COMPARATIVE EMPLOYMENT OF BLACKS
AT
CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION

TABLE 2C.5E ALL FULL-TIME EMPLOYEES

	1983		1994		CHANGE	
INSTITUTION	**NUMBER**	**PERCENT**	**NUMBER**	**PERCENT**	**NUMBER**	**PERCENT**
Univ. of Conn	114	2.9	170	4.4	+56	+51.7
UCONN Health Center	218	9.1	126	5.1	-92	-44.0
sub-total	332	5.2	296	4.7	-36	-9.6
Central State Univ.	18	2.1	63	7.4	+45	+252.4
Eastern State Univ.	8	2.4	31	8.0	+23	+233.3
Southern State Univ.	61	7.6	112	13.6	+51	+78.9
Western State Univ.	18	4.3	37	8.6	+19	+100.0
sub-total	105	4.3	243	9.8	+138	+127.9
Asnuntuck CTC	0	0.0	4	5.7	+4	0.0
Capital CTC*	11	5.9	24	14.4	+13	+144.1
Gateway CTC*	25	15.2	27	14.5	+2	-4.6
Housatonic CTC	13	10.9	13	12.6	0	+15.6
Manchester CTC	8	3.9	27	11.7	+19	+200.0
Middlesex CTC	1	1.1	7	6.1	+6	+454.5
Naugatuck Valley CTC*	5	2.3	14	5.2	+9	+126.1
Northwestern Conn. CTC	2	2.2	6	5.9	+4	+168.2
Norwalk CTC*	18	9.0	36	16.7	+18	+85.6
Quinebaug Valley CTC	0	0.0	3	4.8	+3	
Three Rivers CTC*	6	4.1	16	9.3	+10	+126.8
Tunxis CTC	1	1.2	4	3.4	+3	+183.3
sub-total	90	5.7	181	10.0	+91	+75.4
GRAND TOTAL	**527**	**5.1**	**720**	**6.8**	**+193**	+33.3

NOTES: *merged institutions since 1983
all percents are rounded to nearest tenth
Change Number = 1994 Number - 1983 Number
Change Percent = (1994 Percent - 1983 Percent) / 1983 Percent

COMPARATIVE EMPLOYMENT OF HISPANICS
AT
CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION

TABLE 2C.6A OFFICIALS/ADMINISTRATORS

	1983		1994		CHANGE	
INSTITUTION	**NUMBER**	**PERCENT**	**NUMBER**	**PERCENT**	**NUMBER**	**PERCENT**
Univ. of Conn	0	0.0	1	0.8	+1	
UCONN Health Center	0	0.0	1	0.6	+1	
sub-total	0	0.0	2	0.6	+2	
Central State Univ.	3	3.8	2	4.2	-1	+10.5
Eastern State Univ.	0	0.0	1	3.4	+1	
Southern State Univ.	0	0.0	1	4.2	+1	
Western State Univ.	0	0.0	0	0.0	0	0.0
sub-total	3	1.6	4	3.1	+1	+93.8
Asnuntuck CTC	0	0.0	0	0.0	0	0.0
Capital CTC*	0	0.0	0	0.0	0	0.0
Gateway CTC*	1	3.3	1	8.3	0	+151.5
Housatonic CTC	1	5.9	0	0.0	0	-100.0
Manchester CTC	0	0.0	0	0.0	0	0.0
Middlesex CTC	0	0.0	2	22.2	+2	
Naugatuck Valley CTC*	0	0.0	0	0.0	0	0.0
Northwestern Conn. CTC	0	0.0	0	0.0	0	0.0
Norwalk CTC*	0	0.0	0	0.0	0	0.0
Quinebaug Valley CTC	0	0.0	0	0.0	0	0.0
Three Rivers CTC*	1	5.0	0	0.0	-1	-100.0
Tunxis CTC	1	7.7	0	0.0	-1	-100.0
sub-total	4	1.9	3	2.0	-1	+5.3
GRAND TOTAL	**7**	**1.2**	**9**	**1.5**	**+2**	**+25.0**

NOTES: *merged institutions since 1983
all percents are rounded to nearest tenth
Change Number = 1994 Number - 1983 Number
Change Percent = (1994 Percent - 1983 Percent) / 1983 Percent

COMPARATIVE EMPLOYMENT OF HISPANICS
AT
CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION

TABLE 2C.6B FACULTY & PROFESSIONAL STAFF MEMBERS

INSTITUTION	1983 NUMBER	1983 PERCENT	1994 NUMBER	1994 PERCENT	CHANGE NUMBER	CHANGE PERCENT
Univ. of Conn	28	1.3	51	2.3	+23	+76.9
UCONN Health Center	3	0.2	39	2.2	+36	+1000.0
sub-total	31	0.8	90	2.3	+59	+187.5
Central State Univ.	4	0.9	20	3.8	+16	+322.2
Eastern State Univ.	3	1.9	9	4.3	+6	+126.3
Southern State Univ.	8	1.7	7	1.4	-1	-17.6
Western State Univ.	1	0.5	6	2.4	+5	+380.0
sub-total	16	1.3	42	2.8	+26	+115.4
Asnuntuck CTC	1	3.3	1	2.1	0	-36.4
Capital CTC*	1	0.8	3	2.6	+2	+225.0
Gateway CTC*	4	4.1	7	5.5	+3	+34.1
Housatonic CTC	1	1.5	3	4.4	+2	+193.3
Manchester CTC	0	0.0	4	3.0	+4	
Middlesex CTC	0	0.0	5	6.5	+5	
Naugatuck Valley CTC*	0	0.0	3	1.9	+3	
Northwestern Conn. CTC	0	0.0	0	0.0	0	0.0
Norwalk CTC*	6	4.8	6	4.7	0	-2.1
Quinebaug Valley CTC	0	0.0	2	5.3	+2	
Three Rivers CTC*	0	0.0	3	2.0	+3	
Tunxis CTC	0	0.0	2	3.1	+2	
sub-total	13	1.4	39	3.4	+26	+142.9
GRAND TOTAL	**60**	**1.0**	**171**	**2.6**	**+111**	**+160.0**

NOTES: *merged institutions since 1983
all percents are rounded to nearest tenth
Change Number = 1994 Number - 1983 Number
Change Percent = (1994 Percent - 1983 Percent) / 1983 Percent

COMPARATIVE EMPLOYMENT OF HISPANICS
AT
CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION

TABLE 2C.6C TECHNICIANS & PARAPROFESSIONALS

	1983		1994		CHANGE	
INSTITUTION	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Univ. of Conn	3	3.8	2	2.3	-1	-39.5
UCONN Health Center	2	1.2	11	8.1	+9	+575.0
sub-total	5	2.0	13	5.9	+8	+195.0
Central State Univ.	0	0.0	0	0.0	0	0.0
Eastern State Univ.	0	0.0	0	0.0	0	0.0
Southern State Univ.	1	3.7	0	0.0	-1	-100.0
Western State Univ.	0	0.0	0	0.0	0	0.0
sub-total	1	1.1	0	0.0	-1	-100.0
Asnuntuck CTC	0	0.0	-	-	0	0.0
Capital CTC*	0	0.0	2	25.0	+2	
Gateway CTC*	0	0.0	0	0.0	0	0.0
Housatonic CTC	0	0.0	0	0.0	0	0.0
Manchester CTC	0	0.0	0	0.0	0	0.0
Middlesex CTC	0	0.0	1	33.3	+1	
Naugatuck Valley CTC*	0	0.0	0	0.0	0	0.0
Northwestern Conn. CTC	0	0.0	0	0.0	0	0.0
Norwalk CTC*	0	0.0	1	3.6	+1	
Quinebaug Valley CTC	0	0.0	1	33.3	+1	
Three Rivers CTC*	0	0.0	1	6.3	+1	
Tunxis CTC	0	0.0	0	0.0	0	0.0
sub-total	0	0.0	6	5.9	+6	
GRAND TOTAL	**6**	**1.5**	**19**	**5.1**	**+13**	**+240.0**

NOTES: *merged institutions since 1983
all percents are rounded to nearest tenth
Change Number = 1994 Number - 1983 Number
Change Percent = (1994 Percent - 1983 Percent) / 1983 Percent

COMPARATIVE EMPLOYMENT OF HISPANICS AT CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION

TABLE 2C.6D PROFESSIONAL WORKFORCE**

INSTITUTION	1983 NUMBER	1983 PERCENT	1994 NUMBER	1994 PERCENT	CHANGE NUMBER	CHANGE PERCENT
Univ. of Conn	31	1.3	54	2.2	+23	+69.2
UCONN Health Center	5	0.3	51	2.5	+46	+733.3
sub-total	36	0.9	105	2.3	+69	+155.6
Central State Univ.	7	1.3	22	3.8	+15	+192.3
Eastern State Univ.	3	1.5	10	3.9	+7	+160.0
Southern State Univ.	9	1.7	8	1.4	-1	-17.6
Western State Univ.	1	0.4	6	2.1	+5	+425.0
sub-total	20	1.3	46	2.7	+26	+107.7
Asnuntuck CTC	1	2.4	1	1.8	0	-25.0
Capital CTC*	1	0.7	5	3.7	+4	+428.6
Gateway CTC*	5	3.9	8	5.3	+3	+35.9
Housatonic CTC	2	2.2	3	3.7	+1	+68.2
Manchester CTC	0	0.0	4	2.4	+4	
Middlesex CTC	0	0.0	8	9.0	+8	
Naugatuck Valley CTC*	0	0.0	3	1.6	+3	
Northwestern Conn. CTC	0	0.0	0	0.0	0	0.0
Norwalk CTC*	6	3.9	7	4.1	+1	+5.1
Quinebaug Valley CTC	0	0.0	3	5.2	+3	
Three Rivers CTC*	1	0.9	4	3.0	+3	+233.3
Tunxis CTC	1	1.4	2	2.1	+1	+50.0
sub-total	17	1.4	48	3.5	+31	+150.0
GRAND TOTAL	**73**	**1.1**	**199**	**2.6**	**+126**	**+136.4**

NOTES: * merged institutions since 1983

**includes officials/administrators, faculty members, professional staff members, technicians and paraprofessionals

all percents are rounded to nearest tenth
Change Number = 1994 Number - 1983 Number
Change Percent = (1994 Percent - 1983 Percent) / 1983 Percent

COMPARATIVE EMPLOYMENT OF HISPANICS
AT
CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION

TABLE 2C.6E ALL FULL-TIME EMPLOYEES

	1983		1994		CHANGE	
INSTITUTION	**NUMBER**	**PERCENT**	**NUMBER**	**PERCENT**	**NUMBER**	**PERCENT**
Univ. of Conn	47	1.2	159	4.1	+112	+241.7
UCONN Health Center	25	0.1	76	3.1	+51	+3000.0
sub-total	72	1.1	235	3.7	+163	+236.4
Central State Univ.	19	2.2	45	5.3	+26	+140.9
Eastern State Univ.	11	3.3	31	8.0	+20	+142.4
Southern State Univ.	12	1.5	18	2.2	+6	+46.7
Western State Univ.	8	1.9	18	4.2	+10	+121.1
sub-total	50	2.1	112	4.5	+62	+114.3
Asnuntuck CTC	1	2.1	1	1.4	0	-33.3
Capital CTC*	1	0.5	8	4.8	+7	+860.0
Gateway CTC*	5	3.0	9	4.8	+4	+60.0
Housatonic CTC	6	5.0	7	6.8	+1	+36.0
Manchester CTC	1	0.5	5	2.2	+4	+340.0
Middlesex CTC	0	0.0	9	7.8	+9	
Naugatuck Valley CTC*	0	0.0	8	3.0	+8	
Northwestern Conn. CTC	0	0.0	0	0.0	0	0.0
Norwalk CTC*	6	3.0	13	6.0	+7	+100.0
Quinebaug Valley CTC	0	0.0	3	4.8	+3	
Three Rivers CTC*	2	1.4	6	3.5	+4	+150.0
Tunxis CTC	1	1.2	3	2.6	+2	+116.7
sub-total	23	1.4	72	4.0	+49	+185.8
GRAND TOTAL	**145**	**1.4**	**419**	**3.9**	**+274**	**+178.6**

NOTES: *merged institutions since 1983
all percents are rounded to nearest tenth
Change Number = 1994 Number - 1983 Number
Change Percent = (1994 Percent - 1983 Percent) / 1983 Percent

COMPARATIVE EMPLOYMENT OF OTHER MINORITIES
AT
CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION

TABLE 2C.7A OFFICIALS/ADMINISTRATORS

	1983		1994		CHANGE	
INSTITUTION	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Univ. of Conn	1	0.9	1	0.8	0	-11.1
UCONN Health Center	0	0.0	0	0.0	0	0.0
sub-total	1	0.5	1	0.3	0	-40.0
Central State Univ.	0	0.0	0	0.0	0	0.0
Eastern State Univ.	0	0.0	1	3.4	+1	
Southern State Univ.	1	2.9	0	0.0	-1	-100.0
Western State Univ.	1	2.2	1	3.3	0	+50.0
sub-total	2	1.1	2	1.5	0	+36.4
Asnuntuck CTC	0	0.0	0	0.0	0	0.0
Capital CTC*	0	0.0	0	0.0	0	0.0
Gateway CTC*	0	0.0	0	0.0	0	0.0
Housatonic CTC	0	0.0	0	0.0	0	0.0
Manchester CTC	0	0.0	0	0.0	0	0.0
Middlesex CTC	0	0.0	0	0.0	0	0.0
Naugatuck Valley CTC*	1	3.4	0	0.0	-1	-100.0
Northwestern Conn. CTC	0	0.0	0	0.0	0	0.0
Norwalk CTC*	0	0.0	1	9.1	+1	
Quinebaug Valley CTC	0	0.0	0	0.0	0	0.0
Three Rivers CTC*	1	5.3	1	6.3	0	+18.9
Tunxis CTC	0	0.0	0	0.0	0	0.0
sub-total	2	0.9	2	1.4	0	+55.5
GRAND TOTAL	**5**	**0.8**	**5**	**0.9**	**0**	**+12.5**

NOTES: *merged institutions since 1983
all percents are rounded to nearest tenth
Change Number = 1994 Number - 1983 Number
Change Percent = (1994 Percent - 1983 Percent) / 1983 Percent

COMPARATIVE EMPLOYMENT OF OTHER MINORITIES
AT
CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION

TABLE 2C.7B FACULTY & PROFESSIONAL STAFF MEMBERS

	1983		1994		CHANGE	
INSTITUTION	**NUMBER**	**PERCENT**	**NUMBER**	**PERCENT**	**NUMBER**	**PERCENT**
Univ. of Conn	63	2.9	133	5.9	+70	+103.4
UCONN Health Center	60	4.0	95	5.4	+35	+35.0
sub-total	123	3.4	228	5.7	+105	+67.6
Central State Univ.	14	3.2	22	4.2	+8	+31.3
Eastern State Univ.	5	3.2	13	6.3	+8	+96.9
Southern State Univ.	12	2.6	22	4.4	+10	+61.5
Western State Univ.	7	3.3	10	4.0	+3	+21.2
sub-total	38	3.0	67	4.4	+29	+46.7
Asnuntuck CTC	0	0.0	1	2.1	+1	
Capital CTC*	2	1.6	3	2.6	+1	+62.5
Gateway CTC*	1	1.0	4	3.1	+3	+210.0
Housatonic CTC	0	0.0	0	0.0	0	0.0
Manchester CTC	2	1.7	6	4.5	+4	+164.7
Middlesex CTC	2	3.6	7	9.1	+5	+152.8
Naugatuck Valley CTC*	0	0.0	2	1.3	+2	
Northwestern Conn. CTC	0	0.0	1	1.6	+1	
Norwalk CTC*	1	0.8	5	3.9	+4	+387.5
Quinebaug Valley CTC	1	5.6	2	5.3	+1	-5.4
Three Rivers CTC*	1	1.3	1	1.0	0	-23.1
Tunxis CTC	0	0.0	1	1.4	+1	
sub-total	10	1.0	33	2.9	+23	+190.0
GRAND TOTAL	**171**	**2.9**	**328**	**4.9**	**+157**	**+69.0**

NOTES: *merged institutions since 1983
all percents are rounded to nearest tenth
Change Number = 1994 Number - 1983 Number
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COMPARATIVE EMPLOYMENT OF OTHER MINORITIES
AT
CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION

TABLE 2C.7C TECHNICIANS & PARAPROFESSIONALS

	1983		1994		CHANGE	
INSTITUTION	**NUMBER**	**PERCENT**	**NUMBER**	**PERCENT**	**NUMBER**	**PERCENT**
Univ. of Conn	0	0.0	0	0.0	0	0.0
UCONN Health Center	1	0.6	3	2.2	+2	+266.7
sub-total	1	0.4	3	1.4	+2	+250.0
Central State Univ.	0	0.0	0	0.0	0	0.0
Eastern State Univ.	0	0.0	0	0.0	0	0.0
Southern State Univ.	0	0.0	0	0.0	0	0.0
Western State Univ.	1	20.0	1	12.5	0	-37.5
sub-total	1	1.1	1	1.9	0	+72.7
Asnuntuck CTC	0	0.0	-	-	0	0.0
Capital CTC*	0	0.0	1	12.5	+1	
Gateway CTC*	0	0.0	0	0.0	0	0.0
Housatonic CTC	0	0.0	0	0.0	0	0.0
Manchester CTC	0	0.0	0	0.0	0	0.0
Middlesex CTC	0	0.0	0	0.0	0	0.0
Naugatuck Valley CTC*	0	0.0	0	0.0	0	0.0
Northwestern Conn. CTC	0	0.0	0	0.0	0	0.0
Norwalk CTC*	0	0.0	1	3.6	+1	
Quinebaug Valley CTC	0	0.0	0	0.0	0	0.0
Three Rivers CTC*	0	0.0	1	6.3	+1	
Tunxis CTC	0	0.0	0	0.0	0	0.0
sub-total	0	0.0	3	2.9	+3	
GRAND TOTAL	**2**	**0.5**	**7**	**1.9**	**+5**	**+280.0**

NOTES: *merged institutions since 1983
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COMPARATIVE EMPLOYMENT OF OTHER MINORITIES
AT
CONNECTICUT PUBLIC INSTITUTIONS OF HIGHER EDUCATION

TABLE 2C.7D PROFESSIONAL WORKFORCE**

INSTITUTION	1983 NUMBER	1983 PERCENT	1994 NUMBER	1994 PERCENT	CHANGE NUMBER	CHANGE PERCENT
Univ. of Conn	64	2.7	134	5.4	+70	+100.0
UCONN Health Center	61	3.4	98	4.8	+37	+41.2
sub-total	125	3.0	232	5.1	+107	+70.0
Central State Univ.	14	2.5	24	4.1	+10	+64.0
Eastern State Univ.	5	2.6	14	5.5	+9	+111.5
Southern State Univ.	13	2.4	22	3.9	+9	+62.5
Western State Univ.	9	3.4	12	4.1	+3	+20.6
sub-total	41	2.7	72	4.3	+31	+59.3
Asnuntuck CTC	0	0.0	1	1.8	+1	
Capital CTC*	2	1.3	4	2.9	+2	+123.1
Gateway CTC*	1	0.8	4	2.7	+3	+237.5
Housatonic CTC	0	0.0	0	0.0	0	0.0
Manchester CTC	2	1.4	6	3.8	+4	+171.4
Middlesex CTC	2	2.8	7	7.9	+5	+182.1
Naugatuck Valley CTC*	1	0.6	2	1.1	+1	+83.3
Northwestern Conn. CTC	0	0.0	1	1.3	+1	
Norwalk CTC*	1	0.6	7	4.1	+6	+583.3
Quinebaug Valley CTC	1	4.0	2	3.4	+1	-15.0
Three Rivers CTC*	2	1.8	3	2.2	+1	22.2
Tunxis CTC	0	0.0	1	1.0	+1	
sub-total	12	1.0	38	2.7	+26	+170.0
GRAND TOTAL	**178**	**2.6**	**342**	**4.5**	**+164**	**+73.1**

NOTES: * merged institutions since 1983

**includes officials/administrators, faculty members, professional staff members, technicians and paraprofessionals

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COMPARATIVE EMPLOYMENT OF OTHER MINORITIES
AT
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TABLE 2C.7E ALL FULL-TIME EMPLOYEES

	1983		1994		CHANGE	
INSTITUTION	**NUMBER**	**PERCENT**	**NUMBER**	**PERCENT**	**NUMBER**	**PERCENT**
Univ. of Conn	75	1.9	166	4.3	+91	+126.3
UCONN Health Center	62	2.6	99	4.0	+37	+53.8
sub-total	137	2.2	265	4.2	+128	+90.9
Central State Univ.	15	1.7	27	3.2	+12	+88.2
Eastern State Univ.	6	1.8	16	4.1	+10	+127.8
Southern State Univ.	14	1.7	22	2.7	+8	+58.8
Western State Univ.	9	2.2	15	3.5	+6	+59.1
sub-total	44	1.8	80	3.2	+36	+77.8
Asnuntuck CTC	0	0.0	1	1.4	+1	
Capital CTC*	2	1.1	4	2.4	+2	+118.2
Gateway CTC*	2	1.2	4	2.4	+2	+100.0
Housatonic CTC	0	0.0	0	0.0	0	0.0
Manchester CTC	2	0.9	8	3.5	+6	+288.9
Middlesex CTC	2	2.2	7	6.1	+5	+177.3
Naugatuck Valley CTC*	1	0.5	4	1.5	+3	+200.0
Northwestern Conn. CTC	0	0.0	1	1.0	+1	
Norwalk CTC*	1	0.5	8	3.7	+7	+640.0
Quinebaug Valley CTC	1	2.7	2	3.2	+1	+18.5
Three Rivers CTC*	2	1.4	4	2.3	+2	+64.3
Tunxis CTC	0	0.0	2	1.7	+2	
sub-total	13	0.8	45	2.5	+32	+212.5
GRAND TOTAL	**194**	**1.9**	**390**	**3.7**	**+196**	**+94.7**

NOTES: *merged institutions since 1983
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